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ABSTRACT

Strong kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G Kids Program builds upon each of these areas: (1) Self-Esteem; (2) Trust; (3) Responsibility; (4) Options; (5) Needs; (6) Goals. This program systematically introduces experiences for children from kindergarten through fifth grade that build self-reliant, confident children. Each level of the S+T+R+O+N+G Kids program contains 32 lessons, each designed to be used during one 30- to 45-minute session per week. The spirit of the program requires that all children and staff involved understand that emotional and social development does not occur in a vacuum. Nor does it take root if limited solely to the lesson time. An effort must be made to make this an ongoing lifestyle. For example, the children should be empowered to discourage the verbal barbs that so easily damage the self-esteem of their victims. Similarly, trust does not just happen--it grows. Each level provides a four-page teacher's guide. (JBJ)

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LEVEL K

S+T+R+O+N+G KIDS

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Life Skills Program

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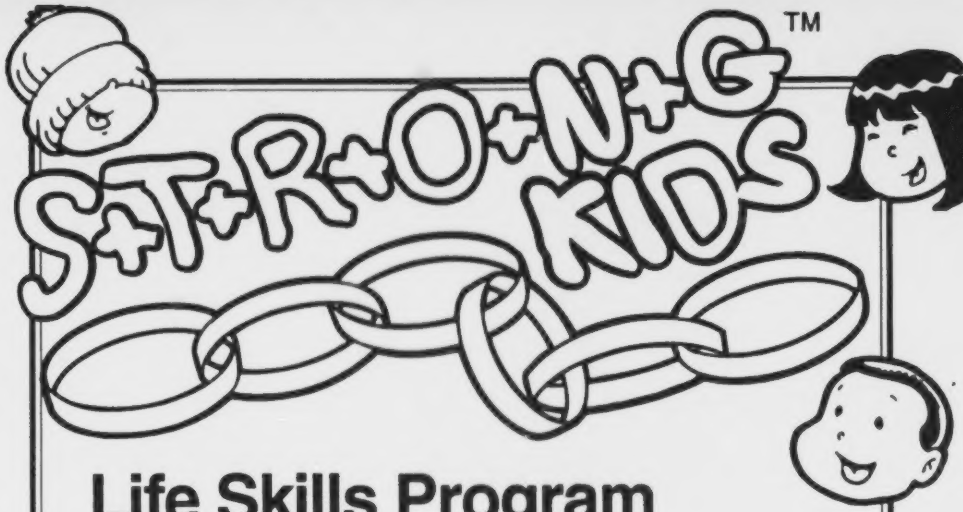

S·T·R·O·N·G KIDS™

Life Skills Program

LEVEL K

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Illustrated By
Bob Berry

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S+T+R+O+N+G™ Kids *Life Skills Program*

Teacher's Guide – Level K

Each level of the S+T+R+O+N+G™ Kids program contains 32 lessons, each designed to be used during one 30 to 45 minute session per week. The spirit of the program requires that all children and staff involved understand that emotional and social development does not occur in a vacuum. Nor does it take root if limited solely to the lesson time. An effort must be made to make this, or for that matter any other life skills program, an ongoing *life style*. For example, the children should be empowered to discourage the verbal barbs that so easily damage the self-esteem of their victims. Similarly, trust does not just happen; it grows. Similar things may be said about the other areas of the S+T+R+O+N+G™ Kids program. All six areas are important; make them part of their lives, and society will reap the benefits – emotionally and socially strong children.

Notes: 1. These books are not intended to be used to probe psychological or emotional problems. Should you discover any serious problems, we strongly recommend that you seek appropriate professional assistance. 2. Regarding homework, there are always some children who do not remember homework. Do not scold those children. Instead, praise those who do remember and recommend to the other children various things that they can do to help themselves remember things such as homework. 3. If you are unable to obtain the recommended books from your school or local library, ask the librarian to recommend suitable substitutes. 4. If the children become restless before you have finished filling in their answers, move on to your next lesson and complete the remaining papers later.

Page 1 Developing Self-Esteem/Identity ***S***+T+R+O+N+G

Objectives: 1. To help children learn about themselves. For young children, this is accomplished by bringing attention to such things as their names, ages and physical characteristics. 2. To promote a positive self-image.

Lesson 1. Read aloud a story about an animal that illustrates differences, such as The Story of Ferdinand, by Munro Leaf. Discuss similarities and differences among animals. Begin with the question "In what ways are animals the same?" Example: dogs and cats have four legs, two ears, and hair. Then ask "In what ways are animals different?" Example: birds have beaks, feathers, and wings while dogs have mouths with teeth, fur, and front legs. Discuss the different sounds animals make. Ask the children to make different animal sounds separately and then together. Have them compare how animals get around by having them imitate different animals by hopping, jumping, skipping, running, etc. Play the game Farmer in the Dell.

Homework: Have each child bring in a picture of his/her favorite animal. This makes a good bulletin board.

Lesson 2. Review how animals are the same and how they are different. Point out the similarities and differences by referring to the animal pictures the children brought in for homework. (You may wish to have some animal pictures or animal picture books available).

Now discuss similarities and differences among people. Begin with the question "In what ways are people the same?" Example: children have two arms, legs, eyes, and ears. All have hair on heads. Then ask "In what ways are people different?" First refer to physical differences, for example: hair color, eye color, skin color and height. Then encourage the children to talk about their differing opinions, eg. their likes and dislikes. Next, have the children turn to page 1. Have them color in the page with their favorite colors (another opportunity to point out different preferences) while you help them by tracing their hands and filling in their answers.

Page 2 Developing Self-Esteem/Belonging ***S***+T+R+O+N+G

Objectives: 1. To promote a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Read aloud a story dealing with families, such as Make Way for Ducklings, by Robert McCloskey. Talk about the animal families, eg. chickens and their chicks, dogs and their puppies, cats and their kittens. You may wish to refer to the animals that were discussed in the previous lesson.

Homework: Have each child bring in one or more photographs of his/her family. Note: These will make an excellent bulletin board.

Lesson 2. Have the children share their photographs with the class. Discuss the different types of families, eg. extended family, two parent family, single parent family. Have students draw and color a picture of the people they live with on page 2 while you write their answers.

Page 3 Developing Self-Esteem/Worthiness ***S***+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Level K - Page 2

Lesson 1. Read aloud a story dealing with what makes people or animals special, such as Clifford's Tricks by Norman Bridwell. Talk about what makes Clifford special. Talk about other animals and what makes each special, eg. cows give milk, sheep – wool, hens – eggs, etc. Have children share with the class what they do that makes them special. The responses may be very different. Examples of special things may be such things as "I can hop," "I can ride a bike," "I can sing well." Other types of responses include "I help out in my house," or "I clean up my room." Then have students connect the dots and decorate the star on page 3 while you write their answers.

Lesson 2. Have each child share with the class why he/she is special. The purpose of this lesson is to show that each person has strengths and should not be expected to do all things well. Some may be confident enough to perform for the class, eg. singing, dancing, telling jokes, etc.

Page 4 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Talk about how parents help their children. Write the children's responses on the board. Have children color the pictures on page 4. Send home a note to the parents or guardians of each child. Invite them to spend part of a particular morning (see the next lesson) at school. If the parent is unavailable, invite another relative, eg. a grandparent, aunt, uncle or older sibling.

Lesson 2. Have each child introduce his/her guest. Ask the children to tell something special about their guests. If children are alone during this lesson, have them join another group. Those children without guests should be encouraged to tell something special about their parent(s).

A good time to have this lesson is during snack time. For example, introduce everyone first, then have snack time. After snack read aloud a story dealing with a positive role model, such as Blueberries for Sal by Robert McCloskey.

Page 5: Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Read aloud a story dealing with a teacher, such as Miss Nelson is Missing by Harry Allard. Discuss the things teachers do that are special. Talk about how teachers help their students. As a teacher, talk a little about yourself. You may wish to describe your family and show family photographs. Talk about why you like being a teacher and why you enjoy being with your students. (Be courageous for the next part). Then have the children draw the picture on page 5 while you write in their answers.

Lesson 2. Have the principal come in and talk about what he/she does as principal. Take the class on a trip to his/her office. Write a thank-you note to the principal for taking time to visit the class. Have each child "sign" the note.

Page 6 Developing Responsibility/Self S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in their accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with an individual's responsibility, such as The Poky Little Puppy by Janette S. Lowrey. Talk about doing things that you do solely because you have to do them. Compare and contrast doing things that you like to do with doing things that you are obligated to do. After this, talk about the children. List some things they can do for themselves. Talk about brushing teeth, getting dressed, combing hair, etc. Have the children color page 6.

Lesson 2. Have each child share with class the items he/she colored on page 6. Have them vote on whether they like to do the various things. After this, play the Mulberry Bush game. Each should have a turn. During each turn, the child states, "this is the way I ...." (completing the sentence with an accomplishment).

Page 7 Developing Responsibility/Family S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their families. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with responsibility to one's family, such as Michael by Liesel M. Skorpen. Talk about how children help care for their parents, siblings, pets, etc. Have children circle and color the pictures on page 7.

Homework: Ask the children to write one thing they do for their family. The homework should be written on a page in which students, with help from someone at home, fill in the blanks. Possible wording for the page: I am proud that I help at home by (leave blank lines). Signed by (leave blank line).

Lesson 2. Have the children share their homework with the class. Then play the Mulberry Bush game. Each should have a turn. During each turn, the children sing, "this is the way I (eg. "clean my room" or "sweep the floor," etc.)

Page 8 Developing Responsibility/Community S+T+***R***+O+N+G

Objectives: 1. To help children understand that it is their responsibility to be part of their class and to help the class as a whole. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with one's responsibility to the community, such as the classic Little Red Hen. Talk about the importance of helping each other and working together. Introduce the word *cooperation*. Talk about what the children can do to work together and to help out in the class. Have the children color the picture and award on page 8 while you write in their answers.

Lesson 2. Play the Mulberry Bush game. Each should have a turn. During each turn, the child states, "this is the way I help at school, I...." (Each completes the sentence with a job or accomplishment).

Give each child an award that states, *Thank you for being a class helper.* You have helped us by ______. The teacher fills in the award. Make the ceremony as elaborate as you wish.

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Read aloud a story that deals with decision making, such as The Island of the Skog by Steven Kellogg. Talk about the decision the mice had to make. Talk about making decisions.

Talk about the children in your class. Discuss the things they help decide upon at home and in school. Turn to page 9. Encourage them to decide for each animal wether they want that animal in their zoo. Have them color them in.

Homework: Have the children complete, "A decision I had to make at home this week was ___________."

Lesson 2. Have the children share their homework with the class. Then tell them that they have time to play a game together. Have them decide what game to play. Put the pros and cons on the board, eg. it may be raining outside is a *con* for outside games. Have them make the decision by voting. Then arrange to play that game.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand the need to eat well.

Lesson 1. Read aloud a story that deals with food, such as The Carrot Seed by Ruth Krauss. Talk about healthful and unhealthful foods. List them on the board. Have pictures available from magazines and labels from food packages. Have the class decide which are healthful and unhealthful. Do page 10 with the children.

Homework: Each child brings in a snack that is healthful the day of Lesson 2.

Lesson 2: Have each child show the healthful food that he/she brought in for snack. While the children are eating snack, write up a list of the foods they brought in. For example, Jon - apple, Suzy - raisins, etc. Then run this off and send it home with the children. The heading on the sheet should be, *Our Healthful Snacks* by the children of (Teacher's name)'s class.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand the need for sleep.

Lesson 1. Read aloud a story dealing with sleep, such as Corduroy by Don Freeman. Have the children talk about how they feel when they are tired. Expected answers include: not able to keep eyes open, want to sit and watch television, want to hold favorite stuffed animal that they sleep with. Then have the children draw and color a picture on page 11 while you write in their answers.

Homework: Have the children bring in their favorite stuffed animal, doll or toy that they sleep with. To reduce the chance of loss, send home a note that each item must be labeled with the child's full name and telephone number.

Lesson 2. Have the children tell about the item they brought to school. Then put each stuffed animal or toy on a special shelf to exhibit for the day. If possible, invite others (eg. teachers, classes, principal) to see the exhibit. Be sure the children remember to take home their toys so that they will be able to get a good night's sleep.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand the need for exercise.

Lesson 1. Have the children do a wide variety of physical activities eg. running, skipping, jumping, hopping, etc. You may wish to do these in team relay races. Be as creative as you wish. After a trip to the water fountain, have them sit in a circle on the ground. Introduce the word exercise by asking them how they feel after all this exercise. Build on the positive responses, eg. alert, awake, energetic, frisky. Talk about the different activities they did.

Homework: Ask each child to bring in a magazine picture of someone exercising.

Lesson 2. Have children share their pictures with the class. Then have the class complete page 12. Then put on music and have them do exercise to the music. Complete the lesson by having everyone sit in a circle or lie down to rest while you read them a story of your choice.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with feelings.

Lesson 1. Read aloud a story dealing with a form of stress, such as Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. Talk about feelings such as anger, happiness, sadness, fright. Have the children draw the faces on page 13 while you write in their answers.

Homework: Send home a note that each child should bring in 3 different pictures from magazines or newspapers showing someone glad, someone mad, and someone sad.

Lesson 2. Have each child paste his/her pictures on three different pieces of paper. Under each picture write either *mad*, *glad* or *sad*. Have each child make a cover entitled, *Feelings* by ______. Staple the four pages together and either make a bulletin board display or send the booklets home.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun.

Lesson 1. Talk about what it means to have a good time. Talk about different things the students do to have fun. You may wish to include such things as games, school play time, birthdays and playing with special toys. Have the children complete page 14 while you write in their answers. Plan a party with the class.

Homework: Have each child bring in something for the party (potato chips, juice, cups, etc.). Consider centering this around a seasonal holiday.

Lesson 2. Have the party. During the party, read aloud a funny book, such as Bennett Cerf's Book of Animal Riddles by Bennett Cerf.

Page 15 Goals/Work Habits S+T+R+O+N+***G***

Objective: To help children understand the need for goals.

Lesson 1. Talk about *getting ready to do something*. Talk about the importance of knowing the things you have to do to get something done or to get somewhere. Talk about what you have to do to get ready for school. Then, as a class, role play "getting ready for bed." Complete the lesson by having the children complete the maze on page 15.

Lesson 2. Read aloud a story about a child who sets a goal for him/herself, such as A Whistle for Willie by Ezra Keats. Talk about something your students want to learn eg. reading, swimming, riding a bike, hitting a baseball. Talk about the word *practicing*. If they want to learn something new or remember something, they have to *practice*. Sing a song with them that needs hand movement like *The Wheels on the Bus* or *John Brown's Baby*. Emphasize that their goal is to learn the song. The class should practice it together at various times during the next few days so that the children will be able to remember it. Remind them that learning the song is the goal. Try to make them aware of what they are doing to achieve their goal.

Page 16 Goals/Imagination S+T+R+O+N+***G***

Objective: To help children use their imagination and visualize.

Lesson 1. Read aloud a story about using one's imagination, such as Regards to the Man in the Moon by Ezra Jack Keats. Have everyone think of an animal and tell how it looks by visualizing it. Have children complete page 16 while you write in their answers.

Lesson 2. Have the children read page 16 to the class while omitting the animal they have selected. Provide assistance as needed. Have the class guess what animal the child would like to be.

S+T+R+O+N+G™ KIDS

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My name is ______________________________

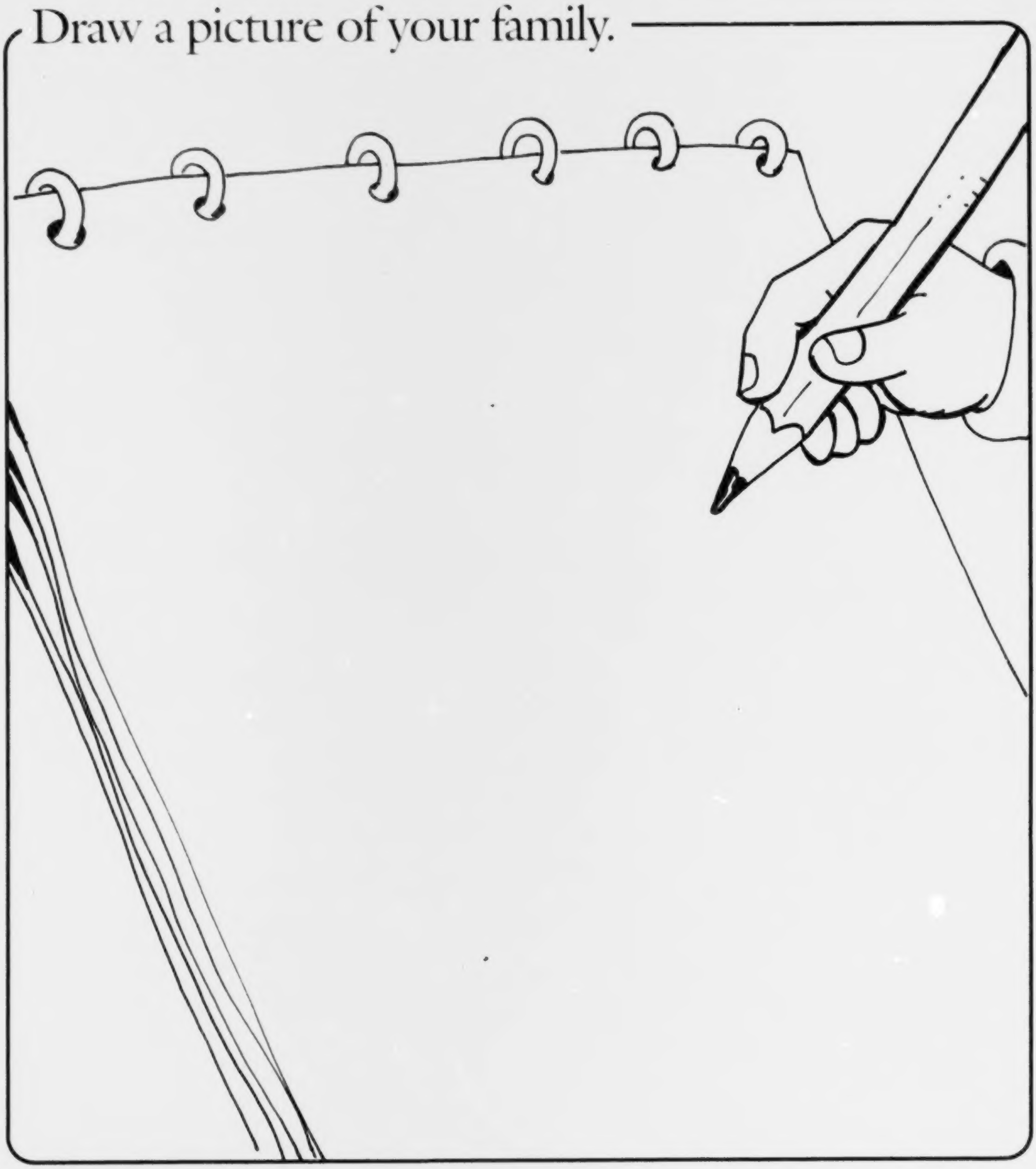
I am ______________ years old.

Trace your hand.

I live with ______________________________

____

Draw a picture of your family.



People say that I am special when I ____________________

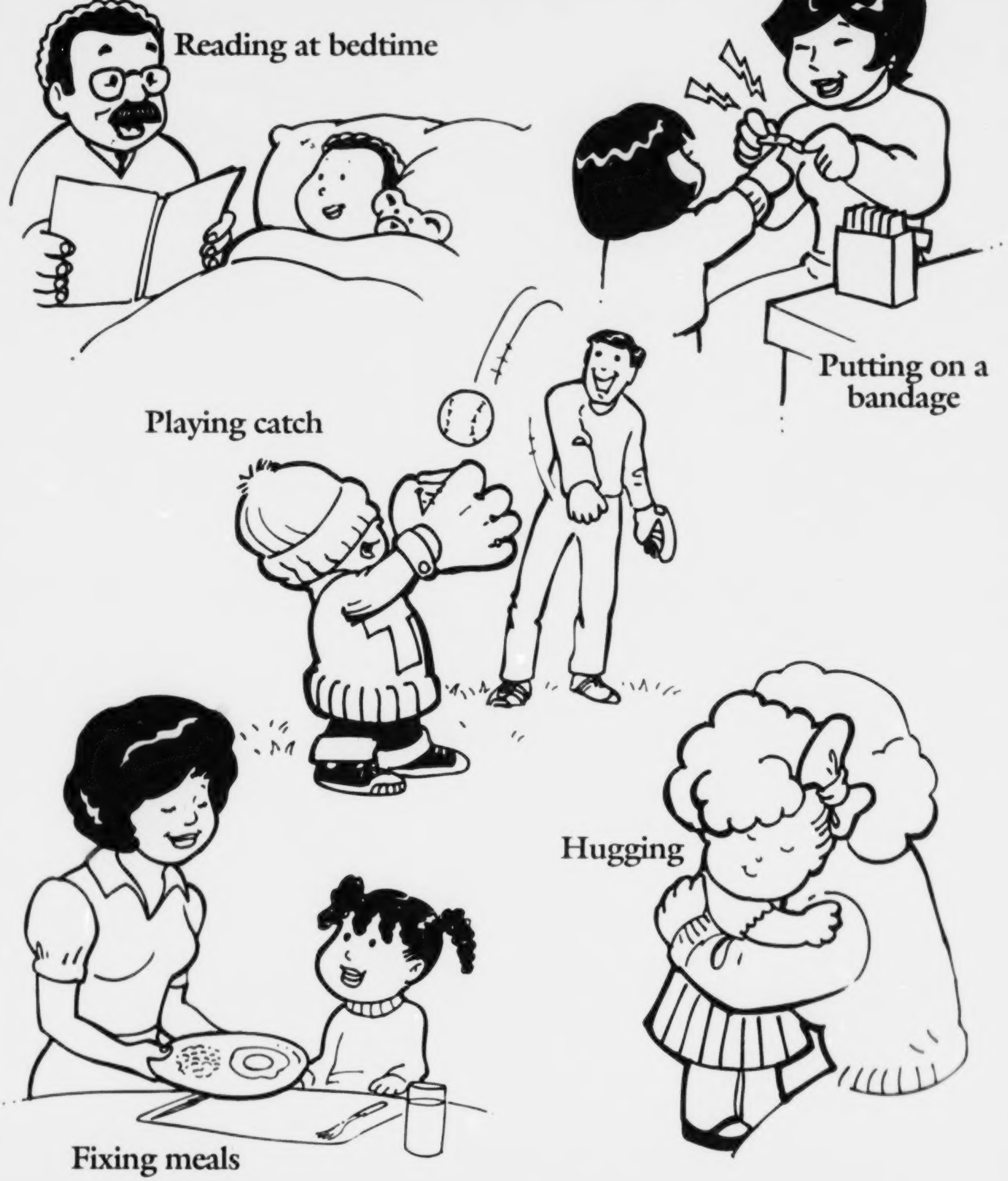
____

____

____

Connect the dots and see what you get for being special.

Color the pictures that show the times your mommy or daddy makes you feel good.



Reading at bedtime

Putting on a bandage

Playing catch

Hugging

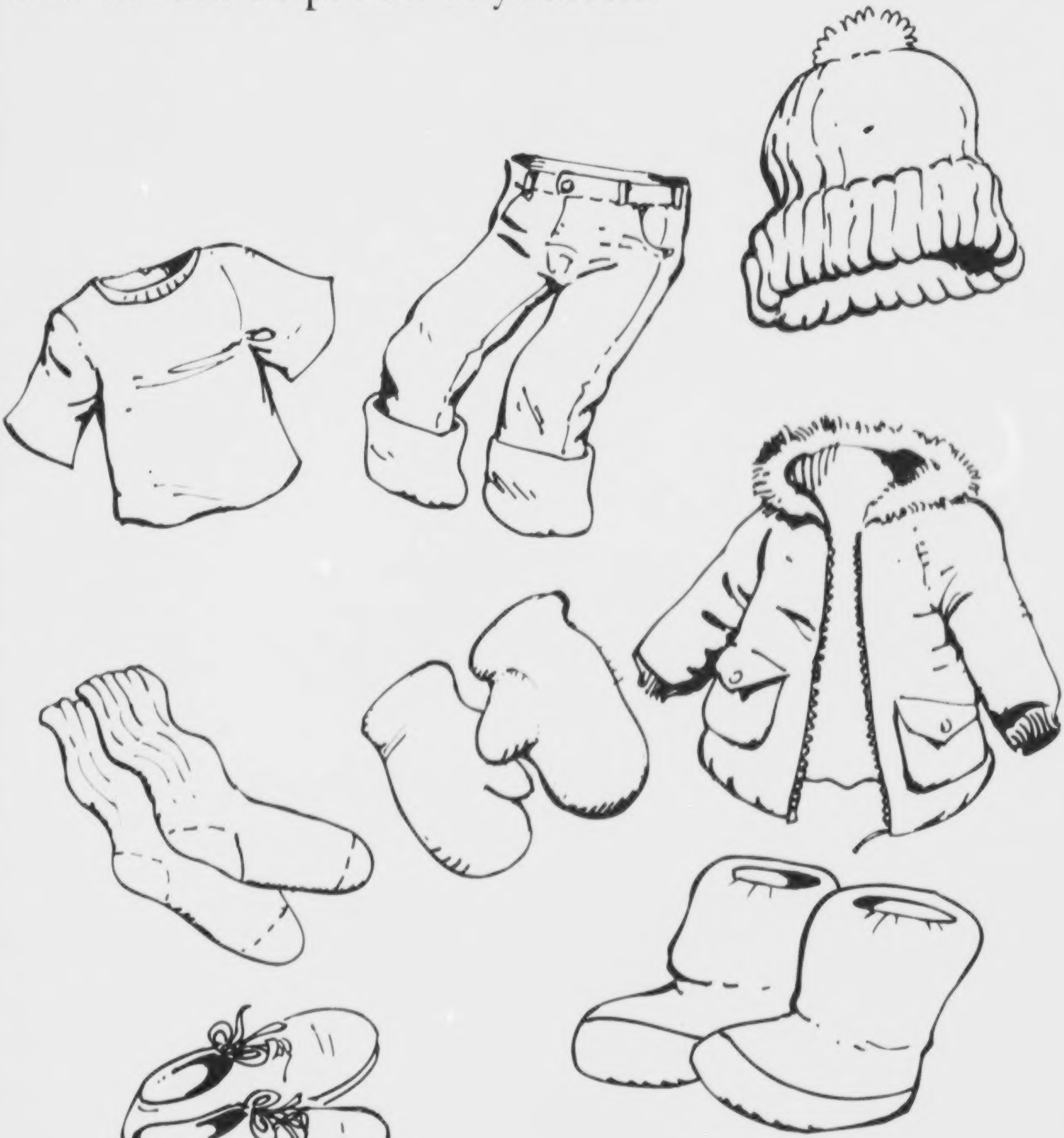
Fixing meals

My teacher helps me in school when I

____

Draw a picture of your teacher.

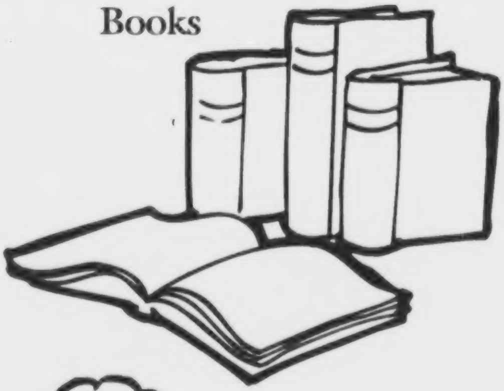
Color all the clothes you can put on by yourself. You should be proud of yourself.



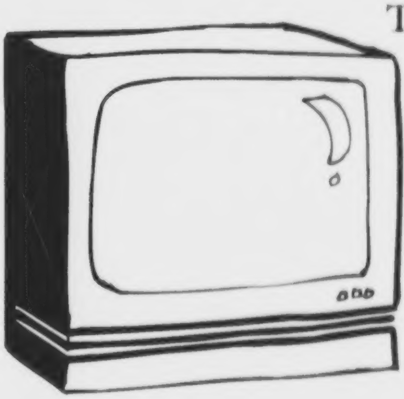
It makes you feel good to share with your family. Circle and color the things you share with them.

Toys

Books

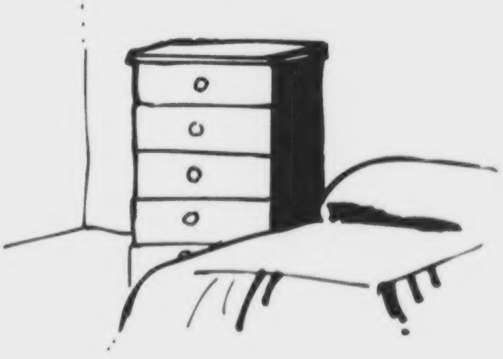


TV

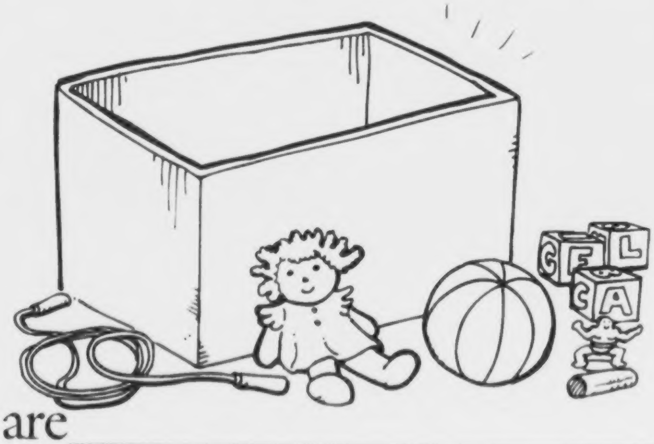


Chores

Meals



My room



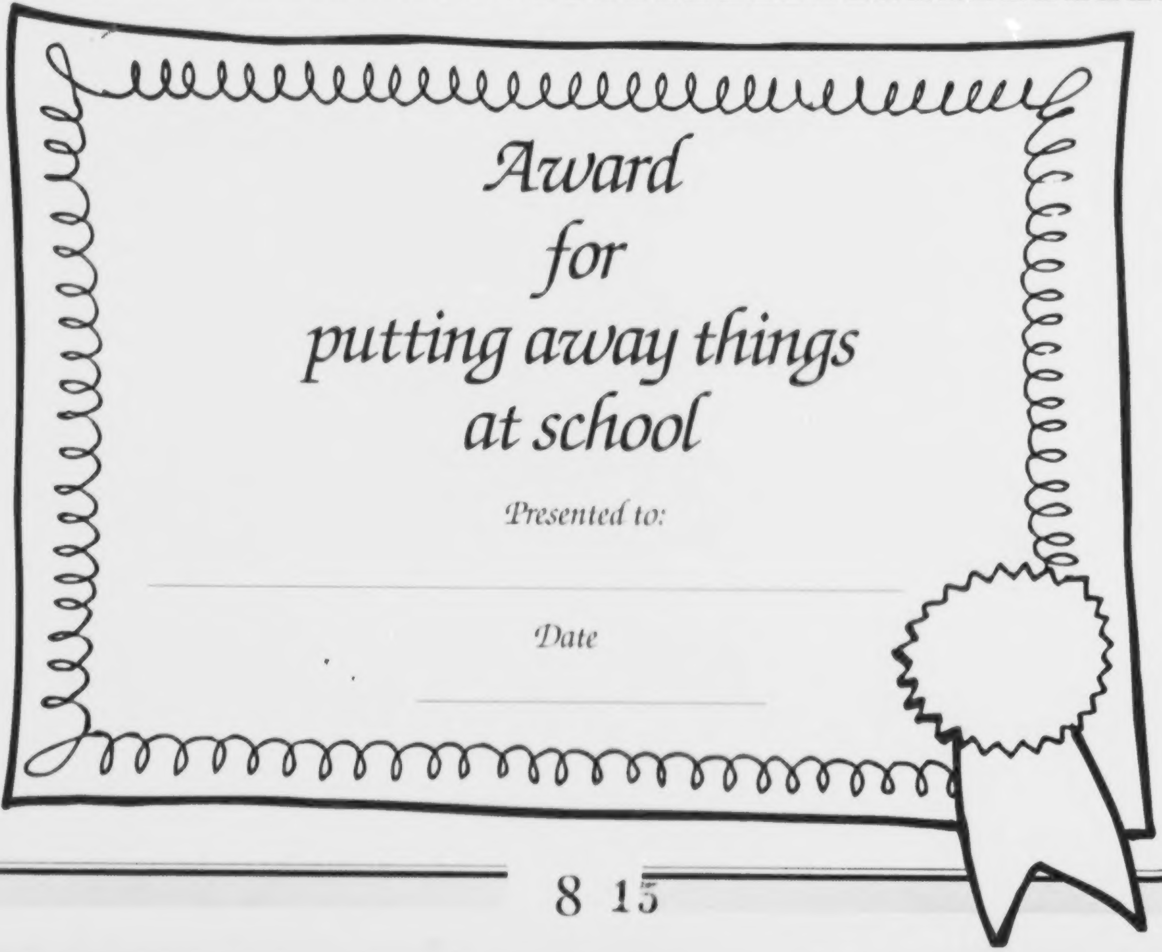
At school I have to
put away my things.
The things I put away are ________________________

____

____

____

____



Award
for
putting away things at school

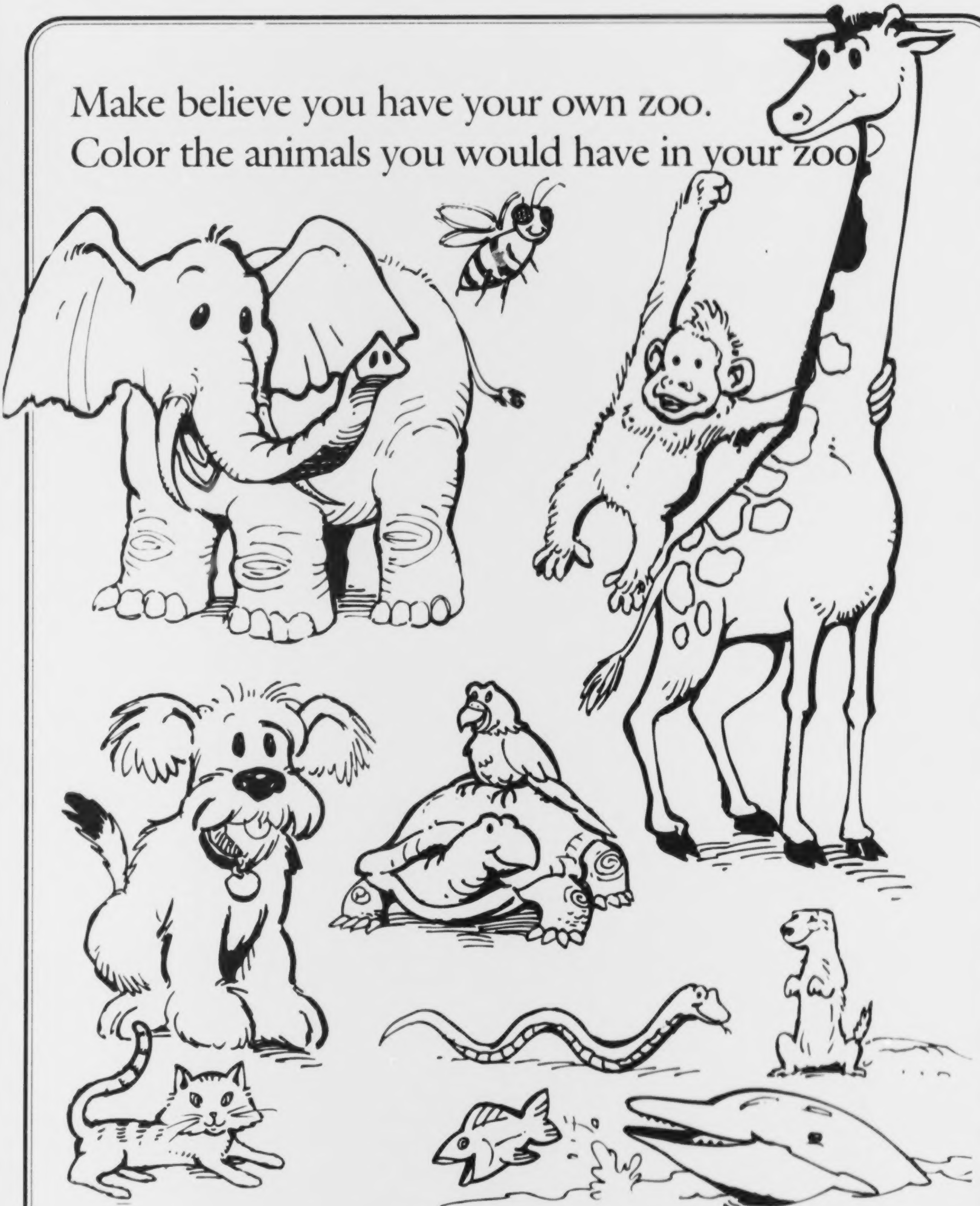
Presented to:

____

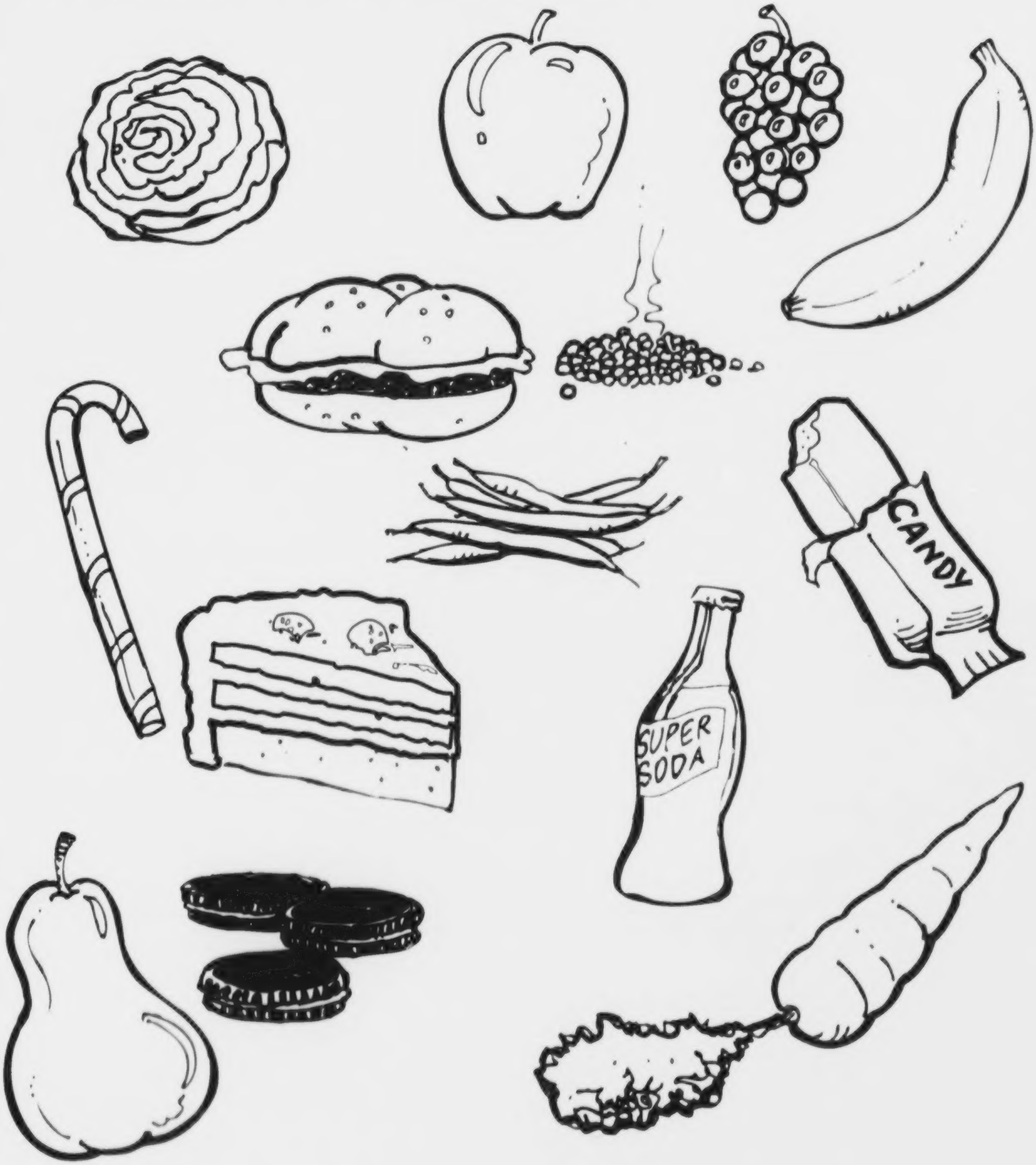
Date

____

Make believe you have your own zoo.
Color the animals you would have in your zoo.



Circle the healthy foods.
Put an X on the unhealthy foods.

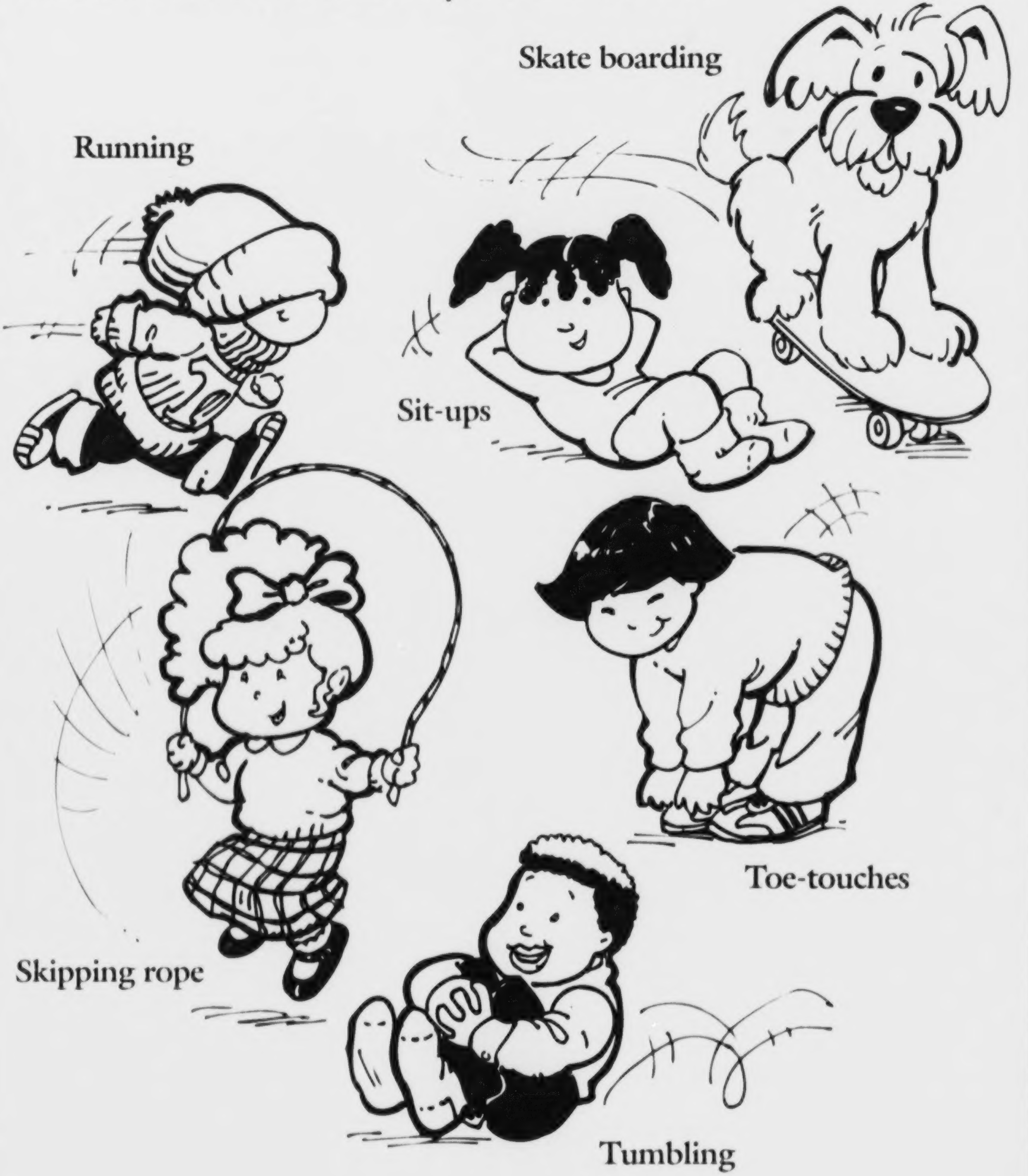


The toy I sleep with is
my ______________________________

____

Draw a picture of this toy.

Put a circle around each exercise you can do.
Then color in the ones you like to do.



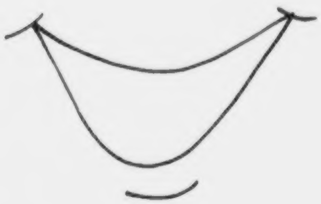
When I am sad I ______________________________

____

When I am happy I ____________________________

____

Draw a picture of what you look like when you are sad.	Draw a picture of what you look like when you are happy.



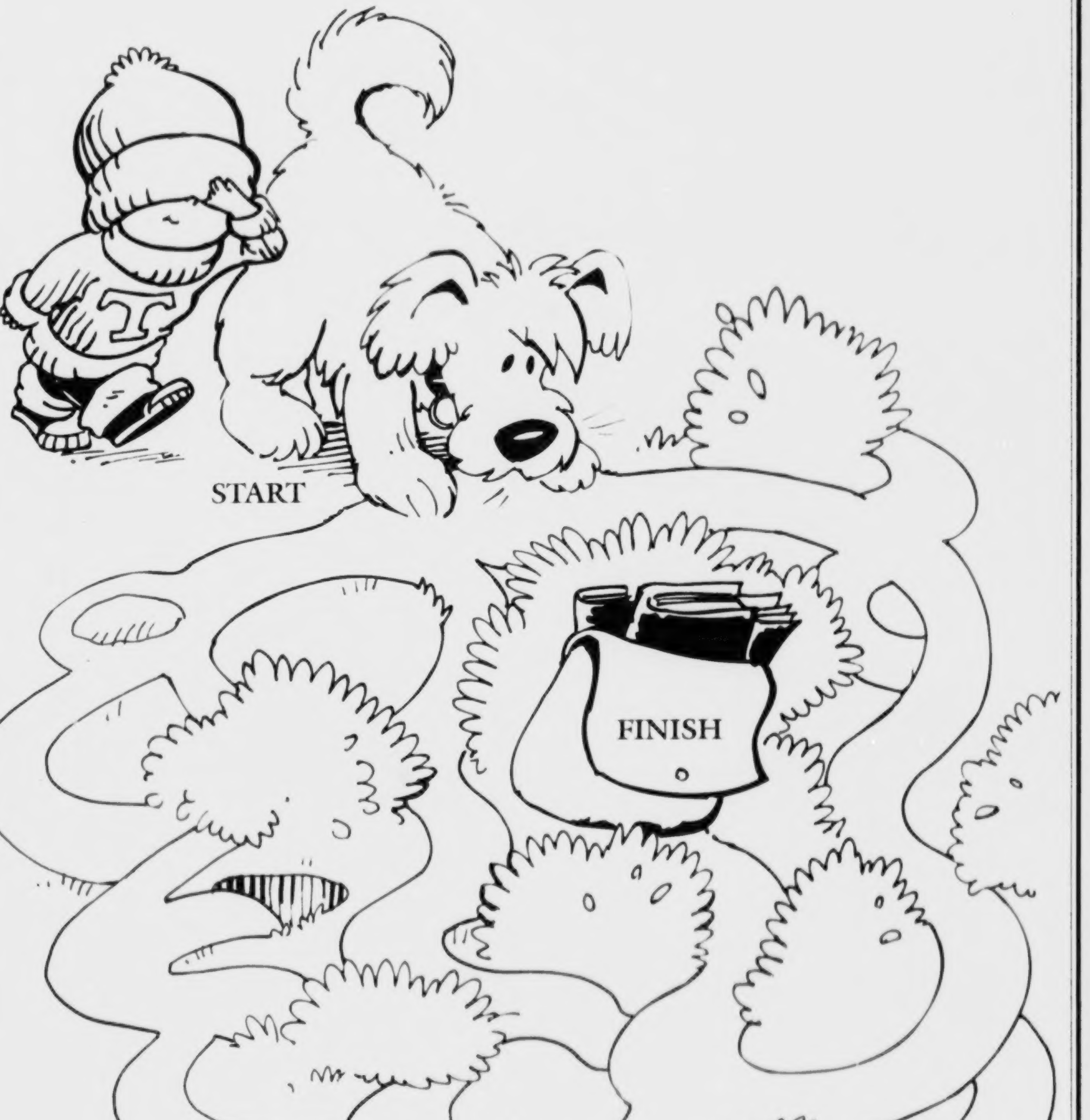
When I want to have fun I ______________________________

____

Draw a picture of you doing something that is fun.

21

Can you help Tiger find his bookbag?

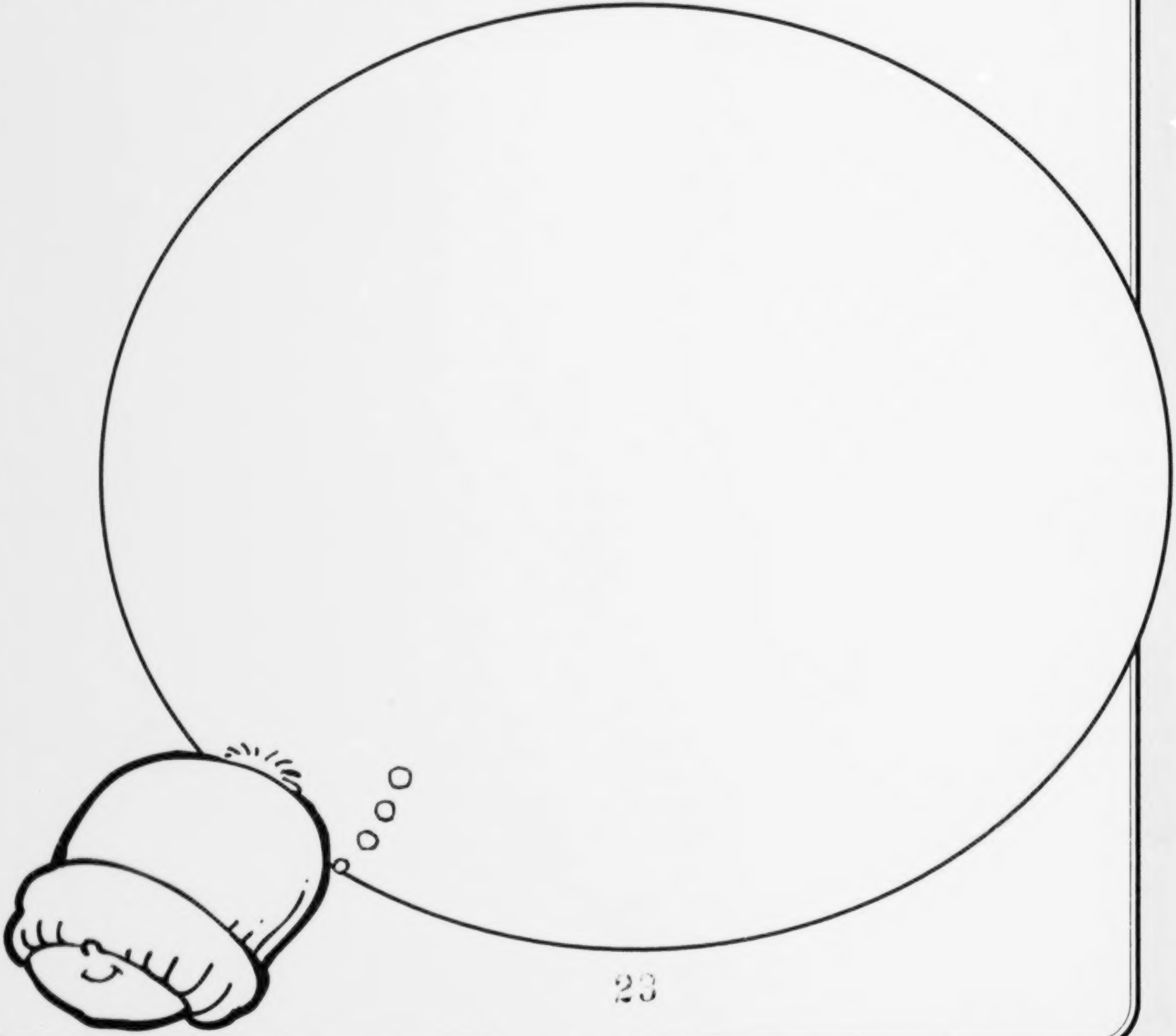


If you could be any animal in the world, which one would you be? ______________________

Why would you be this one? ______________________

____

Draw a picture of this animal.



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Other children's books by the same authors dealing with emotional and social development

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- My Own Book of Feelings
- What Would Happen If...
- My Own Book of Special Things
- This Is My Opinion About
- Guess What I Am Thinking Of...
- Wonderful World. of Gift Giving

Understanding People Storybooks for children ages 5-10
- Tiger, Take Off Your Hat
- Whitney's New Glasses
- Penelope's Pen Pal
- Agnes' Cardboard Piano
- Tyrone Goes Camping
- I'll Be Your Best Friend
- Lost In The Cave
- Tuffy's Bike Race

LEVEL K

S+T+R+O+N+G KIDS

Life Skills Program

Strong Kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G ™ Kids Program builds upon each of these areas:

Self-Esteem:	Self-esteem refers to the extent to which children feel good about themselves. This program helps build a child's identity, belonging, and worthiness.
Trust:	Children learn by example. Teachers, parents and others become role models and influence a child's growth. This program reinforces the child's trust in role models while helping him/her choose role models that will make a positive impression.
Responsibility:	Children need to become responsible both to themselves and to others. It is a prerequisite to growth and maturity.
Options:	Learning to identify and evaluate options allows children to make effective, wise decisions.
Needs:	Every child must understand what motivates him to action. Whether the need is physical or emotional, this self-discovery is fundamental to being a strong kid.
Goals:	Goals are to people as rudders are to ships. Children need realistic long and short term goals to give them direction and purpose.

The S+T+R+O+N+G Kids Program systematically introduces experiences for children from kindergarten through the fifth grade that build self-reliant, confident children.

"*Developing self-esteem, trust, and a sense of responsibility in our children should be our major goal. The S+T+R+O+N+G Kids Program is an excellent way to integrate this objective into elementary curricula.*"
—Stephanie Moses M.D., F.A.A.P., Pediatrician, Pleasanton, California

"*The S+T+R+O+N+G Kids Program represents an extremely clear, useful and developmentally appropriate intervention for students K-5. ...a most exciting holistic program which neatly weaves together strategies for personal and interpersonal growth experiences children desperately need. [The S+T+R+O+N+G Kids Program] ...is extremely easy to use and has numerous implications within the curriculum of an elementary school.*"
— Daniel F. Joynt, Ph.D., Coordinator & Professor of Counselor Education
Western Connecticut State University, Danbury, Connecticut

"*For substance abuse prevention to be successful every element of the community must work together for the common goal of a drug and alcohol abuse free society. We know that if we raise our children to be self-reliant, trusting and responsible, and give them the skills to make alcohol and drug free choices, they will help create this society. The S+T+R+O+N+G Kids Program helps schools to develop healthy children and create a healthy community.*"
— Michael J. Piazza, Jr., MA
Alcohol and Substance Abuse Director, Putnam County, New York State

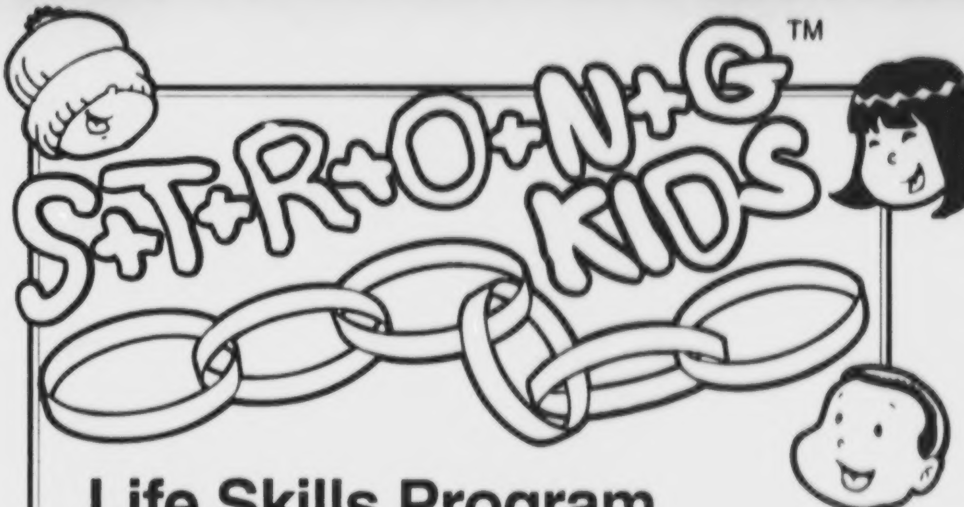
"*Self-esteem and courage are the building blocks of a developing personality. The S+T+R+O+N+G Kids Program helps develop these all important characteristics.*"
— George Ferrigno PH.D., School Psychologist, Somers, New York

ISBN 0-89544-400-3

LEVEL 1

S+T+R+O+N+G KIDS™

Life Skills Program



Life Skills Program

LEVEL 1

By
Linda Bress Silbert, M.S.
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Illustrated By
Bob Berry

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S+T+R+O+N+G™ Kids *Life Skills Program*

Teacher's Guide – Level 1

Each level of the S+T+R+O+N+G™ Kids program contains 32 lessons, each designed to be used during one 30 to 45 minute session per week. The spirit of the program requires that all children and staff involved understand that emotional and social development does not occur in a vacuum. Nor does it take root if limited solely to the lesson time. An effort must be made to make this, or for that matter any other life skills program, an ongoing *life style*. For example, the children should be empowered to discourage the verbal barbs that so easily damage the self-esteem of their victims. Similarly, trust does not just happen; it grows. Similar things may be said about the other areas of the S+T+R+O+N+G™ Kids program. All six areas are important; make them part of their lives, and society will reap the benefits – emotionally and socially strong children.

Notes: 1. These books are not intended to be used to probe psychological or emotional problems. Should you discover any serious problems, we strongly recommend that you seek appropriate professional assistance. 2. Regarding homework, there are always some children who do not remember homework. Do not scold those children. Instead, praise those who do remember and recommend to the other children various things that they can do to help themselves remember things such as homework. 3. If you are unable to obtain the recommended books from your school or local library, ask the librarian to recommend suitable substitutes. 4. If the children become restless before you have finished filling in their answers, move on to your next lesson and complete the remaining papers later.

Page 1 Developing Self-Esteem/Identity **S**+T+R+O+N+G

Objectives: 1. To help children learn about themselves. 2. To promote a positive self-image.

Lesson 1. Read a story about an animal that is different, such as The Ugly Duckling by Hans Christian Anderson. Discuss that people are the same in some ways and different in other ways. Discuss things that are the same for all people. Then discuss things that are different. Refer to hair color, eye color, skin color, height, clothing, likes and dislikes. Continue the class discussion by referring to the attributes of each child that help make him or her unique. Just as the swan in the Ugly Duckling is special and beautiful, each of us has something that makes us special and beautiful. Have the children draw a picture of themselves on page 1 while you help them fill in the written section of the page. Assist the children by writing various eye and hair colors on the board so that the children might be able to complete the page by themselves.

Homework: Send a note home to parents to talk to their child about something they feel makes their child special.

Lesson 2. Read aloud a story that deals with qualities that make people special, such as Whitney's New Glasses by Linda & Al Silbert. Then have the children share with the class the things they and their parents identified that make them unique.

Page 2 Developing Self-Esteem/Belonging **S**+T+R+O+N+G

Objectives: 1. To give children a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Talk about the word *family*. Talk about whom the children live with.

Homework: Each child should bring in a picture of his/her family. Bulletin board idea – The Families in Our Class.

Lesson 2. Read aloud a story about belonging to a family, such as Little Bear by Else Holmelund Minarik. Talk about the different types of activities they do with their families. Have the students draw and color a picture of their favorite holiday time with their family on page 2 while you help them write in their answers.

Page 3 Developing Self-Esteem/Worthiness **S**+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Lesson 1. Talk about what children their ages can do to help other people. Discuss how the people feel when they are helped. Have students draw and color a picture of themselves in the box on page 3. Then draw the lines and color in the rest of the page.

Homework: Ask the children to come to school prepared to tell one or more things they did or said that show that they are worthwhile people, eg. I hugged my brother when he was crying after he fell.

Lesson 2. Have the children share with the class what they did that made them feel like worthwhile individuals. Read aloud a story about feeling worthwhile when doing things for others, such as The Giving Tree by Shel Silverstein. Talk about how the tree helped the boy and the boy helped the tree.

Page 4 Developing Trust in Role Models S+*T*+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Read aloud a story about community workers, such as the classic Seven Little Postmen, by Margaret Wise Brown and Edith Thacher Hurd. Talk about what postal workers do to make our lives easier. Discuss other community helpers. Talk about what police officers do and how they help make our lives better. Have the children complete page 4 while you write in their answers.

Lesson 2. Invite a police officer to talk to your class about the job and life style. Make sure the discussion includes things one has to do to join a police force.

Page 5: Developing Trust in Role Models S+*T*+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Read aloud a story about fire fighters or fire engines, such as The Big Book of Real Fire Engines by George Zaff. Talk about what fire fighters do to help people. Have the children color the picture on page 5 while you help them write in their answers.

Lesson 2. Invite a fire fighter to talk to your class about the job and life style. Make sure the discussion includes things one has to do to join the fire department. This also might be a good time to discuss fire safety.

Page 6 Developing Responsibility/Self S+T+*R*+O+N+G

Objectives: 1. To encourage children to take pride in their accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To promote a positive self-image.

Lesson 1. Read aloud a story about being responsible for oneself, such as Harry the Dirty Dog by Gene Zion. Talk about what the children can do for themselves, eg. getting dressed, brushing teeth, bathing, etc. Have the children color the pictures on page 6.

Lesson 2. Read aloud a story that deals with following others rather than thinking for yourself, such as Caps for Sale, by Esphyr Slobodkina. Talk about being a *copy cat* or a little monkey. Talk about following someone even if you know it is wrong. Play Follow the Leader. Explain the difference between following someone to play a game and following someone who is doing something wrong. Make the point that even when playing a game, if the leader does something that you think is wrong, you should not follow.

Page 7 Developing Responsibility/Family S+T+*R*+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their families. 2. To help children understand that it is their responsibility to be part of and to help their families. 3. To promote a positive self-image.

Lesson 1. Talk about what it means to clean the house or clean *your room*. Discuss the idea of keeping things in their own special places. Go around the classroom and point out where things are kept and why they have special places. Talk about keeping things such as foods in special places at home.

Talk about how one goes about cleaning a house. Write on the board the things that have to be cleaned, eg. the carpet, the kitchen floor, the tables in the living room. Have the children circle and color pictures on page 7.

Homework: Have the children write three things they do to help keep their houses neat.

Lesson 2. Each child shares his/her list with the class. Some form of an award (eg. ~~stars,~~ stickers) may be given to each child for his/her accomplishments (regardless of how small).

Page 8 Developing Responsibility/Community S+T+*R*+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their community. 2. To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Talk about helping at school. Talk about what the children can do to help their teacher in the classroom, eg. class jobs such as cleaning the blackboard, watering plants, etc. Then have the children complete page 8.

Lesson 2. Read aloud a story dealing with helping the community, such as Katy and the Big Snow by Virginia Lee Burton. Talk about the various jobs people do that help the community. Invite someone who helps out (paid or unpaid) the community to talk to the class, eg. a candy striper from a hospital, a fire fighter, a doctor who volunteers at a clinic.

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Talk about making decisions. Talk about the things the children help decide upon at home and in school. List them on the board. Talk about how they decide what clothes to put on. Discuss how the weather helps them decide what to wear. Remind them that another factor to consider is whether the clothes are clean. Then have the children complete page 9. Remind them to consider the ages and interests of the children who would want to buy the toys.

Homework: Have children bring in something from home that is special to them.

Lesson 2. Each shares what he/she brought in and tells why the thing is special.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of eating well.

Lesson 1. Read aloud a story that deals with eating well, such as Bread and Jam for Francis, by Russell Hoban. Talk about healthful foods for breakfast, lunch and dinner. Talk about foods the children eat that are good for them. Have the children complete page 10 while you help them write in their answers.

Lesson 2. Arrange to have a special snack for the class. Talk about healthful snacks, eg. popcorn, raisins, apples.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of *not* getting enough sleep.

Lesson 1. Read aloud a story that deals with bedtime, such as Bedtime for Francis by Russell Hoban. Invite the children to talk about how they feel just before they go to sleep at night. Talk about this being a special time, eg. a time for stories, cookies and milk, a glass of water, planning for the next day, wishes, prayers. Have the children complete page 11 while you help them write in their answers.

Homework: Each child brings in a favorite bedtime story. The child's name must be in each story.

Lesson 2. Children show the class the stories they brought in and one or two are selected for you to read to the class. This is a perfect opportunity to use decision making skills when deciding which book to read. Eg., if you only have fifteen minutes to read a book, it would be unwise to choose a big book. However, the class may decide to continue a big book by reading a little each day. Be sure to emphasize how pleased you are with all the books. However, despite how good the books may be, there is time for only one or two and a choice must be made.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of exercising.

Lesson 1. Find out what the children think of when they hear the term physical exercise. Put the children's definitions on the board. Refer to different types of exercises. Complete page 12 as a class.

Lesson 2. Obtain an audio or video tape that you have available that lends itself to exercising. (If you are unable to obtain one, ask the physical education teacher or a friend to let you borrow one). Then play it while children take turns leading the class in various exercises.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with stress.

Lesson 1. Ask the children to describe the feelings they would have in the following situations:

1. At their own birthday parties. 2. When they become lost in a crowd. 3. When someone breaks their favorite toy. 4. When they feel sick. 5. If they were to get a new puppy.

Have the children come up with other interesting situations and then discuss how they feel. Have the children color page 13.

Lesson 2. Talk about things that make them scared. Read aloud Where the Wild Things Are by Maurice Sendek. Have the children draw pictures of their favorite monsters.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun in their lives.

Lesson 1. Talk about what it means to have a good time. Talk about different things the children have done with their families to have fun. Refer to vacations, day trips and holidays. Then have the children complete page 14 while you write in their answers.

Homework: Ask the children to bring in photos of special occasions on which they had fun with their families.

Lesson 2. Have the children share their pictures and experiences with the class. This is a good bulletin board idea entitled, *Fun with our Families.*

Page 15 Goals/Work Habits S+T+R+O+N+***G***

Objective: To help children understand the need for goals.

Lesson 1. Talk about the importance of having things available when needed. Have the class think of situations and tasks that require some preparation. On the board, list the things they would need for each, eg. Situation: going to the beach. Things needed: blanket, chairs, towels, beach toys, etc. After talking about several situations, do page 15 together.

Homework: Send home a note to the parents to have the children write down one task they did that required preparation, and what they had to do to accomplish it.

Lesson 2. Ask for volunteers to describe the things they had to do to accomplish their tasks. See if the class can guess the tasks.

Page 16 Goals/Imagination S+T+R+O+N+***G***

Objective: To help children use their imagination and visualize.

Lesson 1. Discuss what imagination means. Talk about Superman, Wonder Woman, and other currently fashionable fictional heros. Discuss whether they could be real. Have everyone think of a well known superhero they would like to be by visualizing it. Have them focus in on what super powers they would want to possess. Then have the children complete page 16 while you help write in their answers.

Lesson 2. Have the children pretend they are superheros. Ask for volunteers and have them describe their special powers. Have the class guess who they are.

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My name is ____________________
I am ______________ years old.
The color of my eyes is ______________
The color of my hair is _________________

Draw a picture of yourself.

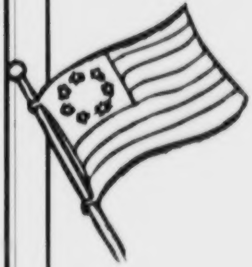
My favorite holiday is ______________________

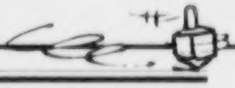
My family and I celebrate this holiday by

____

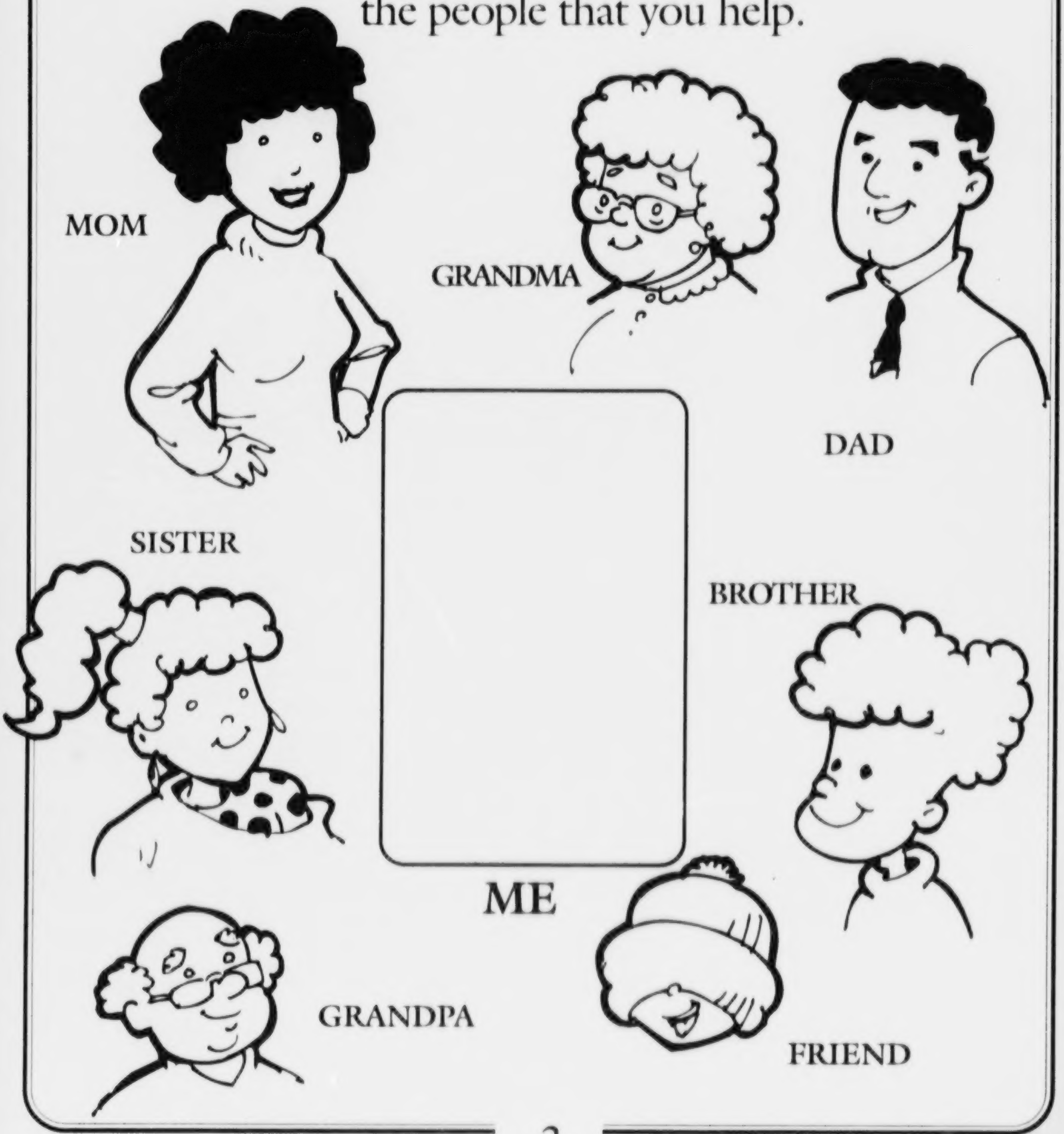
____

Draw a picture of you and your family celebrating this holiday.





Think about all the people you help. Think about what you do to help them. Draw a picture of yourself in the box. Then draw a line from you to the people that you help.



Policemen and policewomen are important because they______________________________

____

____

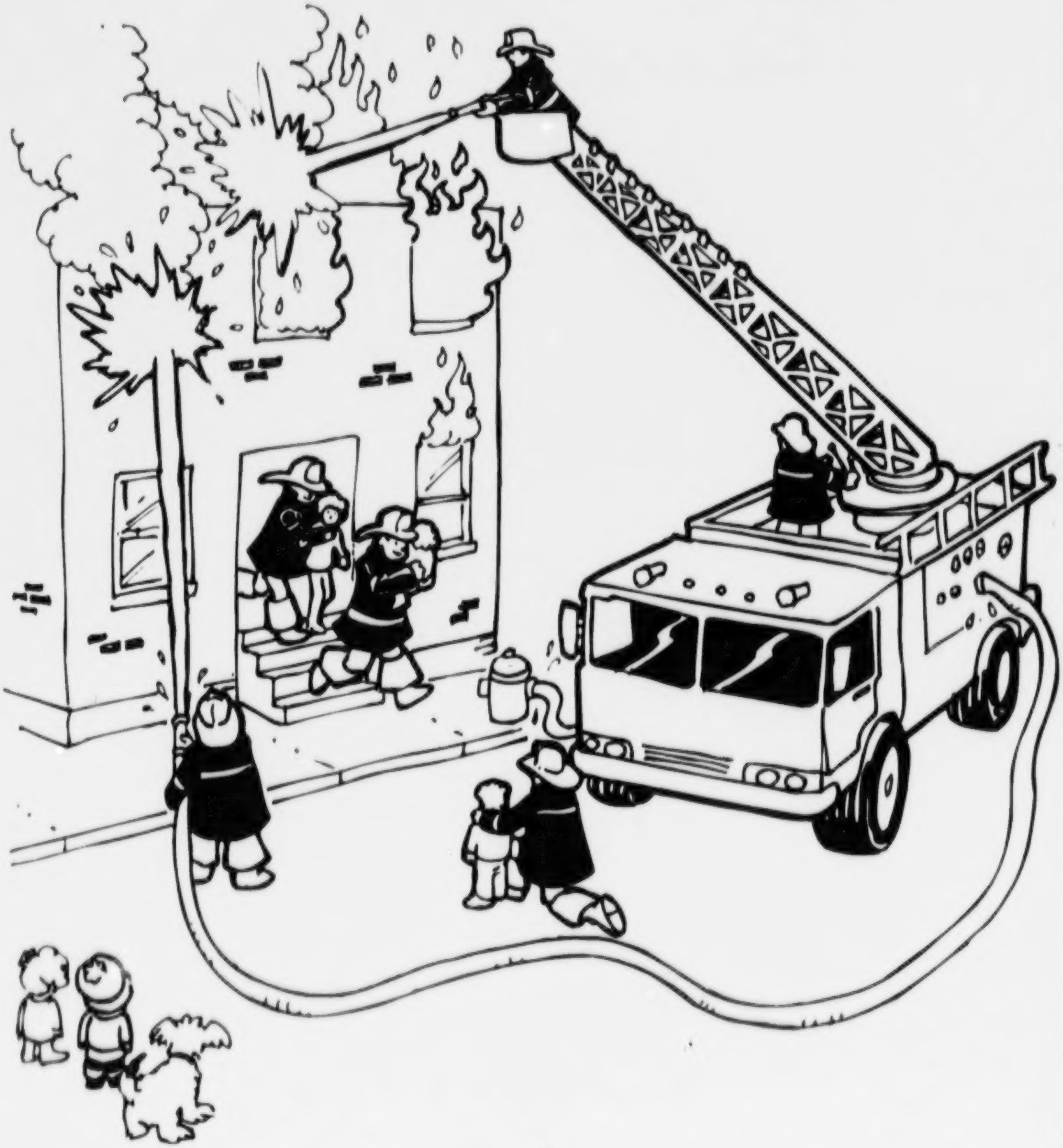
Circle the word **police** every time you see it.

here
help
dog
run
police
red
bike
police
were
jump
cat
mother
go
see
frog
police
green
police
look
police
stop

Fire fighters are important because they__________

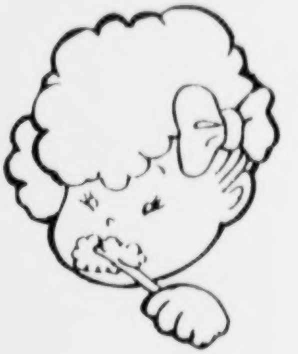
____

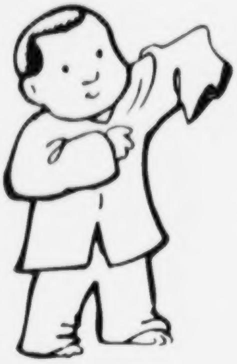
Color the picture of the fire fighters helping people.

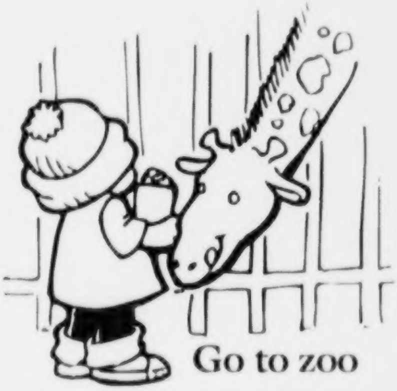


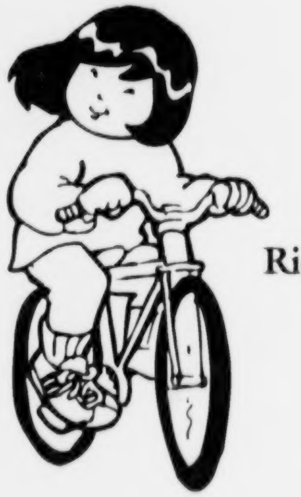
I am proud when I do things for myself. There are many things that I do when I get ready to go to sleep at night.

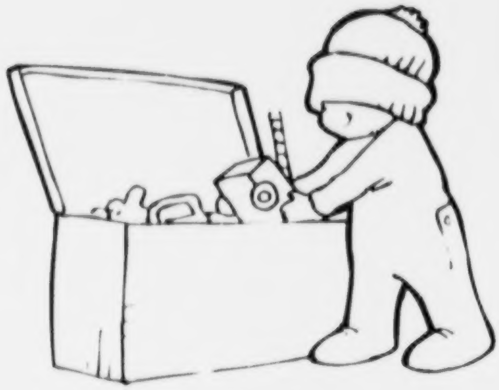
Color the things that you do to get ready to go to sleep.

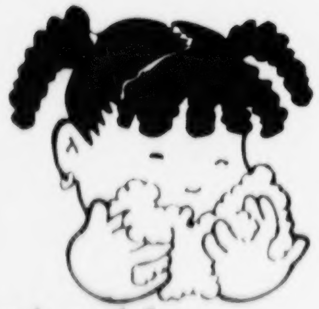

Brush teeth


Put on pajamas


Go to zoo

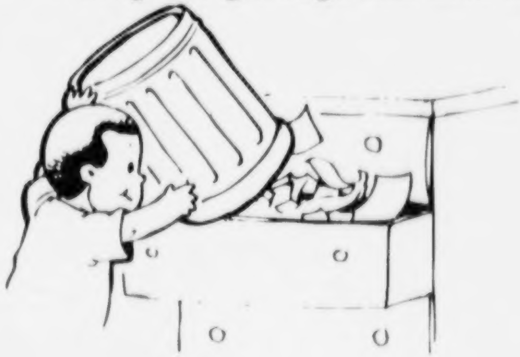

Ride bike


Put toys away

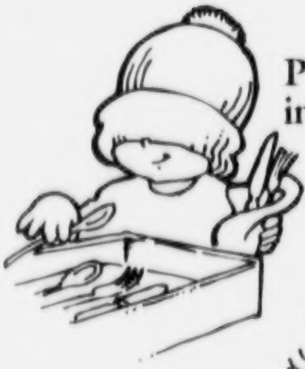

Wash hands and face

When my family and I clean up our house, we do many things. Circle the pictures of things you would ***not*** do when cleaning your house.

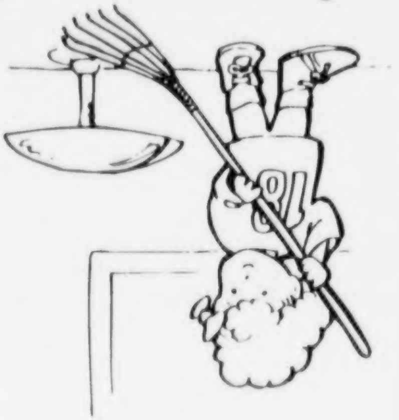
Dump the garbage can into drawer



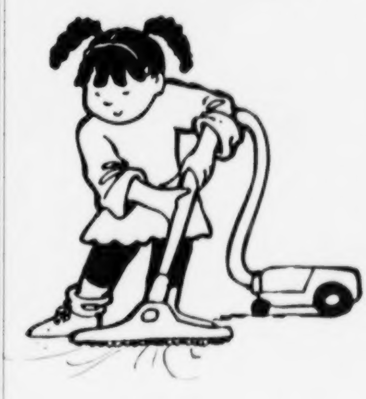
Put the silverware in drawer

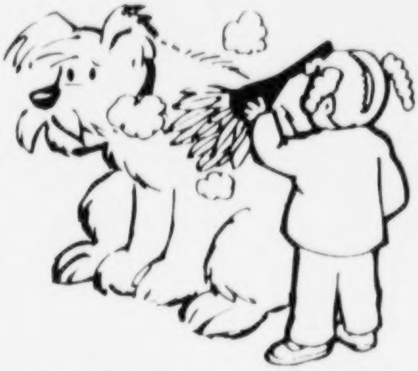


Rake the ceiling



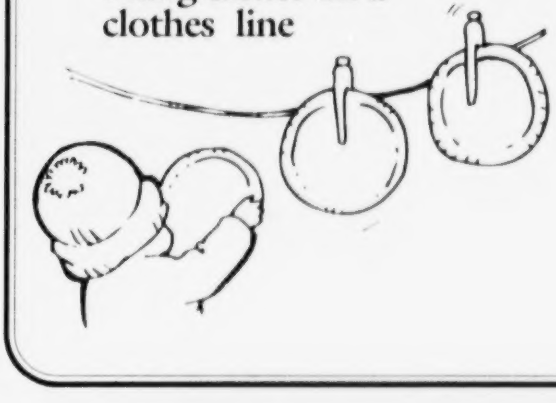
Vacuum the carpet

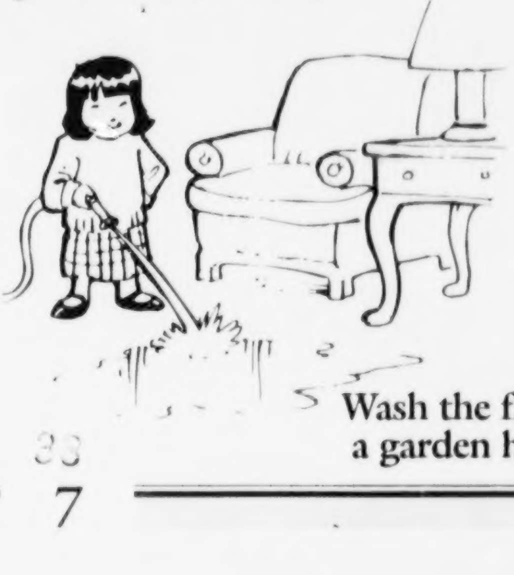




Dust the dog with feather duster

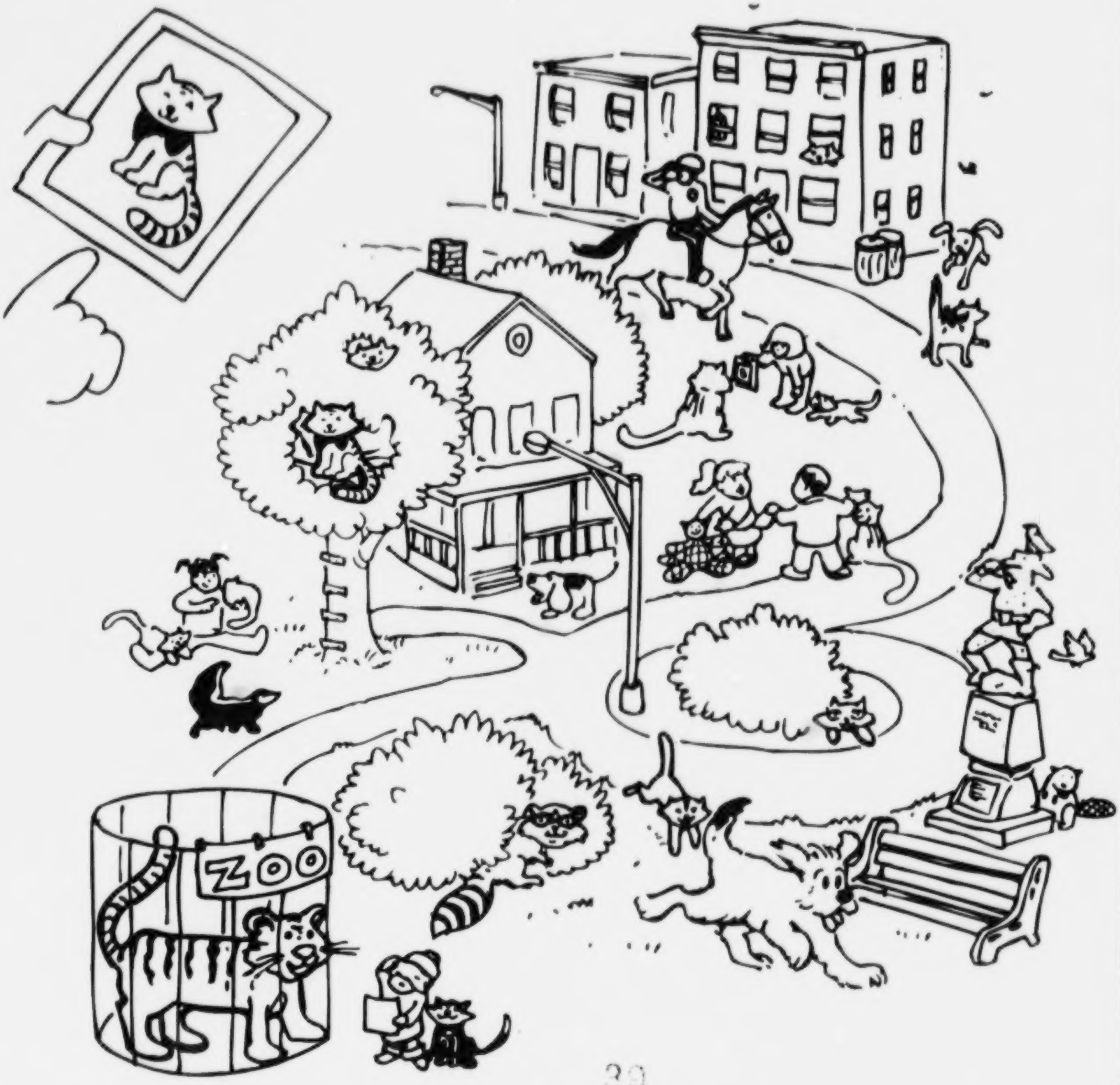
Hang dishes on a clothes line



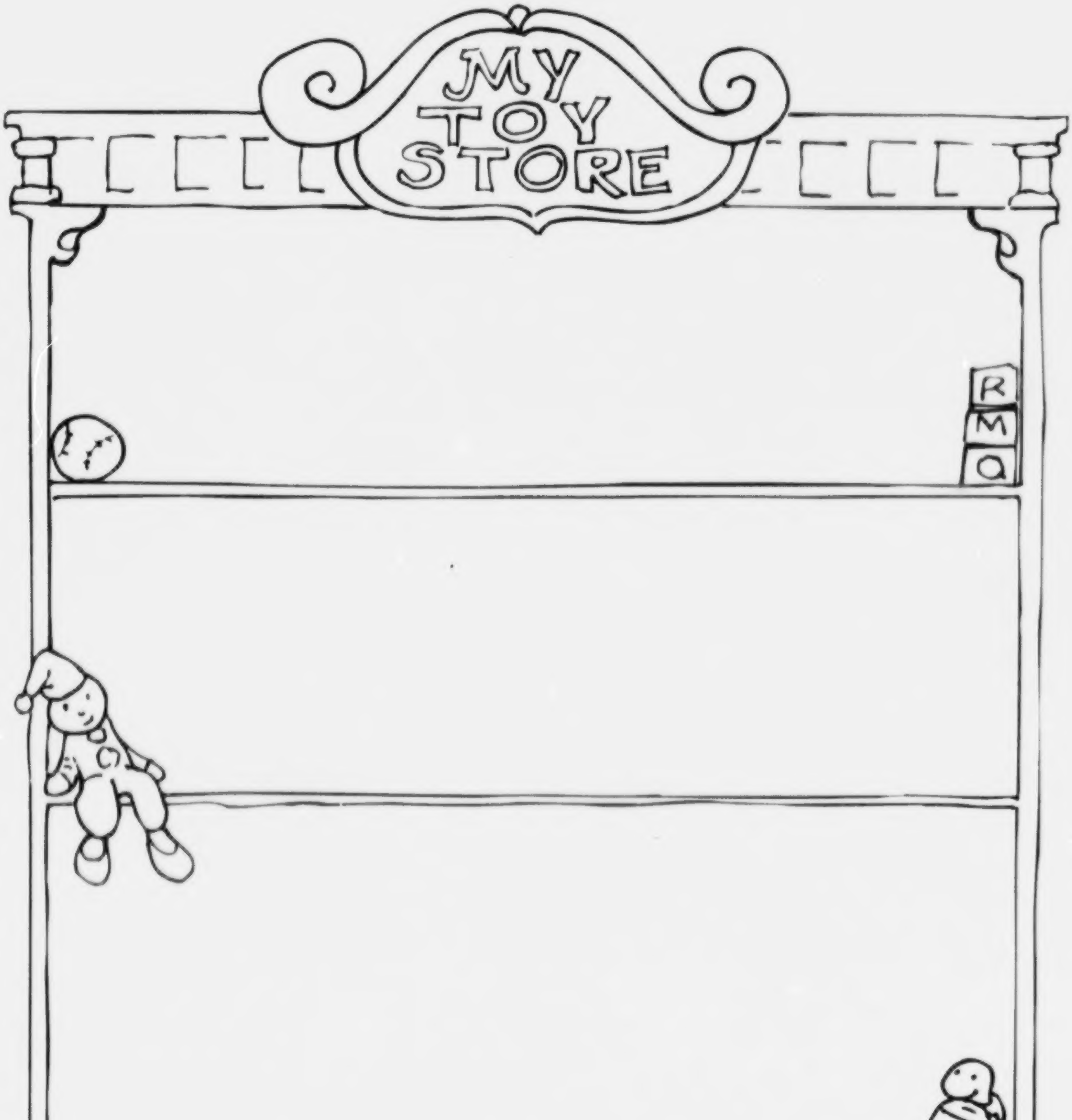


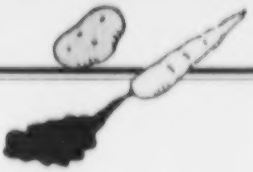
Wash the floor with a garden hose

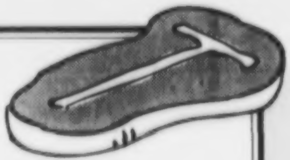
There is a lost kitten in the neighborhood. Everyone is looking for it. You can help by finding the kitten and coloring it. Circle the other cats and kittens that you find. Name some of the other animals you might see in your neighborhood.



Pretend you own a toy store. Think about the toys you would put in your store for all boys and girls. Draw some of these toys in the space below.







Healthy foods to eat are ______________________________

Unhealthy foods to eat are ____________________________

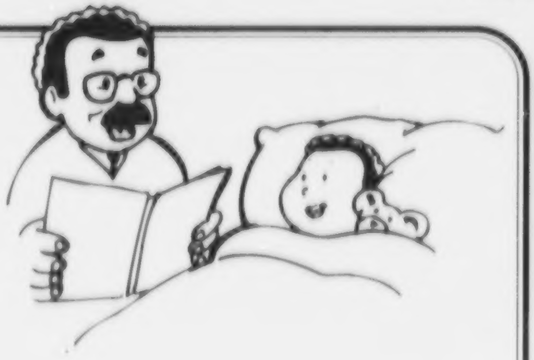
Draw a picture of some healthy foods.

Draw a picture of some unhealthy foods.

My favorite bedtime story is

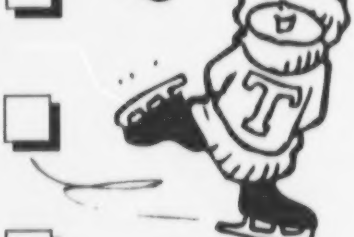
____

____



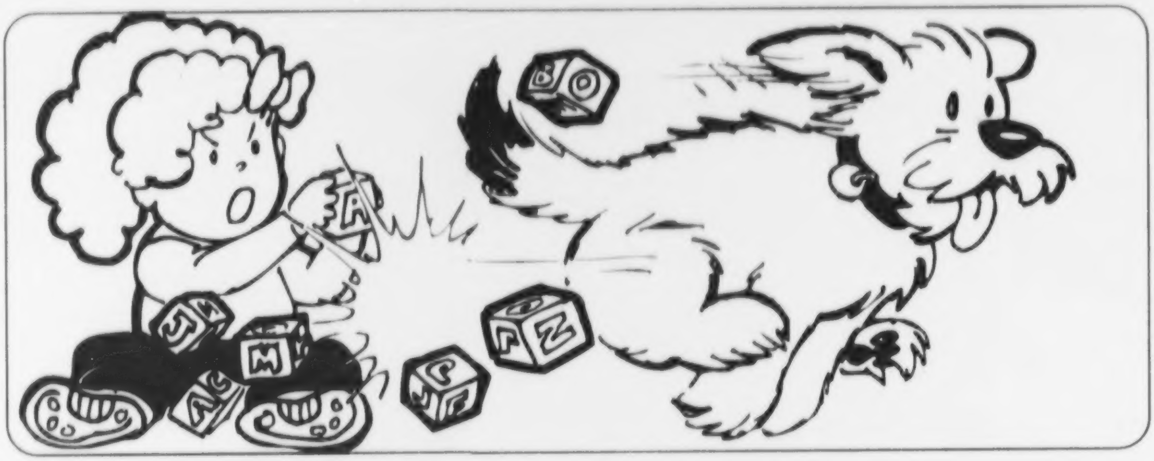
Draw a picture of something that happens in the story.

Put an X in the yes box if you can do the exercise.
Put an X in the no box if you cannot do the exercise.

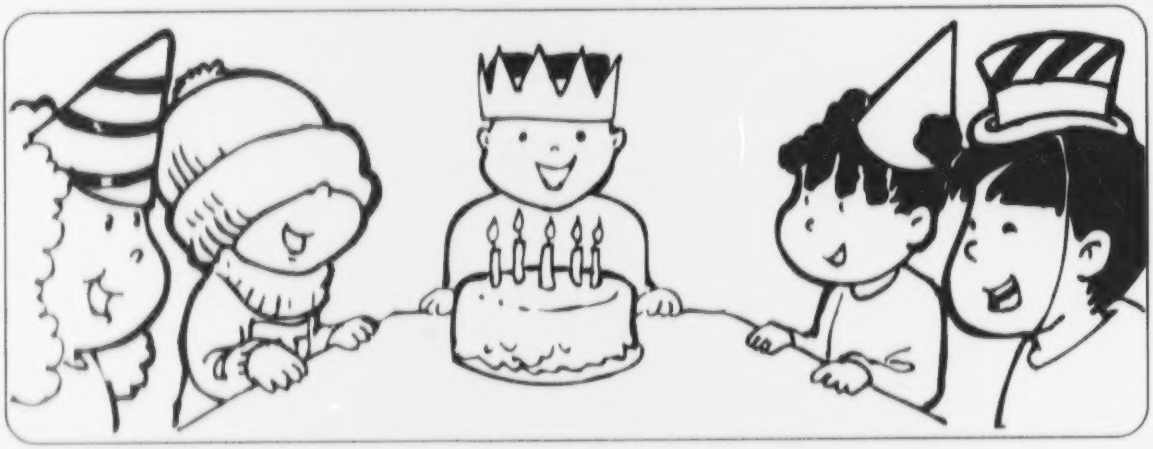


	YES	NO
I can hop.	☐	☐
I can jump.	☐	☐
I can skip.	☐	☐
I can run.	☐	☐
I can walk.	☐	☐
I can dance.	☐	☐
I can ride a bike.	☐	☐
I can ice skate.	☐	☐
I can swim.	☐	☐
I can do gymnastics.	☐	☐

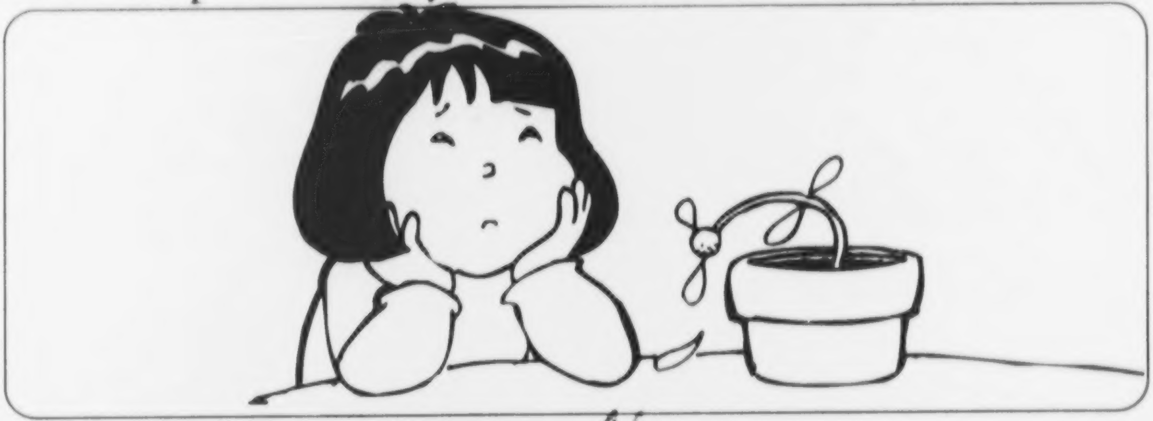
Color the picture story red if it would make you angry.



Color the picture story yellow if it would make you happy.



Color the picture story blue if it would make you sad.

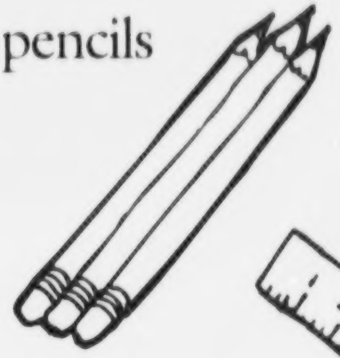


My family and I have fun when we____________

Draw a picture of you and your family doing this.

Color all the things you need for school.

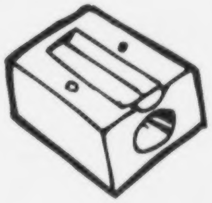
pencils

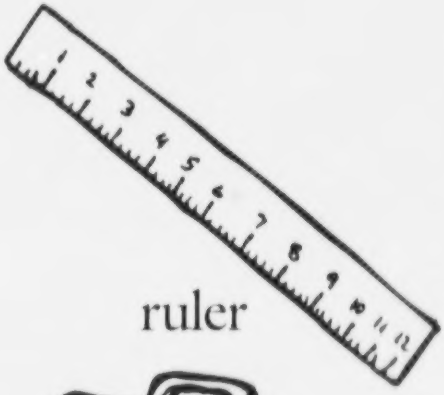


crayons

scissors

sharpener





ruler

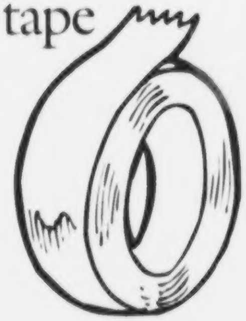
paste

eraser

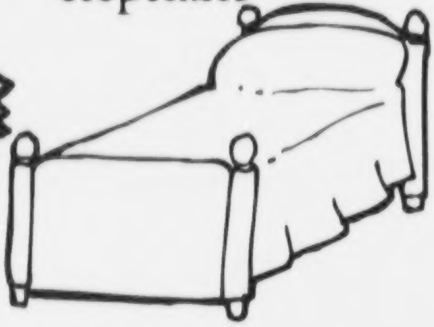
book-bag

elephant

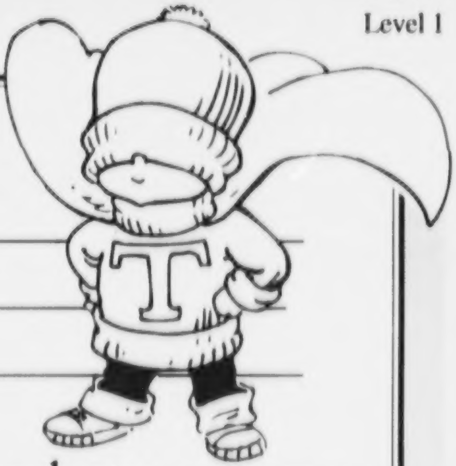
tape



paper



bed



If I could be a superhero I would be

____

I would be this because ____________________

____

Draw a picture of yourself as this superhero.

About the authors

Linda Bress Silbert received her Bachelor of Science degree in elementary education, majoring in behavioral science at the State University of New York, New Paltz, NY. She did graduate work in reading at Hunter College, New York, and received her Master of Science degree in counseling at Western Connecticut State University, Danbury, Connecticut.

Alvin J. Silbert received his Bachelor of Arts degree in secondary education majoring in physics at the State University of New York, New Paltz, NY. He received his Master of Science Degree in mathematics and science education at Yeshiva University, New York, and received his Doctor of Education degree in physics and education at Teachers College, Columbia University, New York.

Other children's books by the same authors dealing with emotional and social development

Creative Thinking Workbooks for children ages 5-12
- My Own Book of Wishes
- My Own Book of Feelings
- What Would Happen If...
- My Own Book of Special Things
- This Is My Opinion About
- Guess What I Am Thinking Of...
- Wonderful World. of Gift Giving

Understanding People Storybooks for children ages 5-10
- Tiger, Take Off Your Hat
- Whitney's New Glasses
- Penelope's Pen Pal
- Agnes' Cardboard Piano
- Tyrone Goes Camping
- I'll Be Your Best Friend
- Lost In The Cave
- Tuffy's Bike Race

LEVEL 1

S+T+R+O+N+G™ KIDS

Life Skills Program

Strong Kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G ™ Kids Program builds upon each of these areas:

Self-Esteem: Self-esteem refers to the extent to which children feel good about themselves. This program helps build a child's identity, belonging, and worthiness.

Trust: Children learn by example. Teachers, parents and others become role models and influence a child's growth. This program reinforces the child's trust in role models while helping him/her choose role models that will make a positive impression.

Responsibility: Children need to become responsible both to themselves and to others. It is a prerequisite to growth and maturity.

Options: Learning to identify and evaluate options allows children to make effective, wise decisions.

Needs: Every child must understand what motivates him to action. Whether the need is physical or emotional, this self-discovery is fundamental to being a strong kid.

Goals: Goals are to people as rudders are to ships. Children need realistic long and short term goals to give them direction and purpose.

The S+T+R+O+N+G Kids Program systematically introduces experiences for children from kindergarten through the fifth grade that build self-reliant, confident children.

"Developing self-esteem, trust, and a sense of responsibility in our children should be our major goal. The S+T+R+O+N+G Kids Program is an excellent way to integrate this objective into elementary curricula."
—Stephanie Moses M.D., F.A.A.P., Pediatrician, Pleasanton, California

"The S+T+R+O+N+G Kids Program represents an extremely clear, useful and developmentally appropriate intervention for students K-5. ...a most exciting holistic program which neatly weaves together strategies for personal and interpersonal growth experiences children desperately need. [The S+T+R+O+N+G Kids Program] ...is extremely easy to use and has numerous implications within the curriculum of an elementary school."
— Daniel F. Joynt, Ph.D., Coordinator & Professor of Counselor Education
Western Connecticut State University, Danbury, Connecticut

"For substance abuse prevention to be successful every element of the community must work together for the common goal of a drug and alcohol abuse free society. We know that if we raise our children to be self-reliant, trusting and responsible, and give them the skills to make alcohol and drug free choices, they will help create this society. The S+T+R+O+N+G Kids Program helps schools to develop healthy children and create a healthy community."
— Michael J. Piazza, Jr., MA
Alcohol and Substance Abuse Director, Putnam County, New York State

"Self-esteem and courage are the building blocks of a developing personality. The S+T+R+O+N+G Kids Program helps develop these all important characteristics."
— George Ferrigno PH.D., School Psychologist, Somers, New York

ISBN 0-89544-401-1

LEVEL 2

S+T+R+O+N+G KIDS

Life Skills Program

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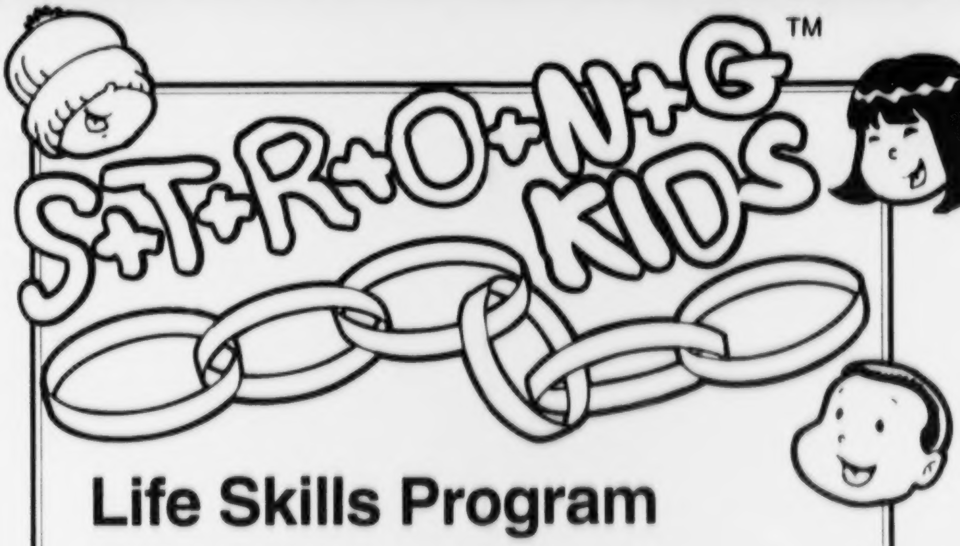

Life Skills Program

LEVEL 2

By
Linda Bress Silbert, M.S.
Alvin J. Silbert, M.S., Ed.D.

Illustrated By
Bob Berry

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S+T+R+O+N+G™ Kids *Life Skills Program*

Teacher's Guide – Level 2

Each level of the S+T+R+O+N+G™ Kids program contains 32 lessons, each designed to be used during one 30 to 45 minute session per week. The spirit of the program requires that all children and staff involved understand that emotional and social development does not occur in a vacuum. Nor does it take root if limited solely to the lesson time. An effort must be made to make this, or for that matter any other life skills program, an ongoing *life style*. For example, the children should be empowered to discourage the verbal barbs that so easily damage the self-esteem of their victims. Similarly, trust does not just happen; it grows. Similar things may be said about the other areas of the S+T+R+O+N+G™ Kids program. All six areas are important; make them part of their lives, and society will reap the benefits – emotionally and socially strong children.

Notes: 1. It may be necessary to remind the older children that this program builds upon the work from the previous grade. The lessons may be similar, but they are not the same. 2. These books are not intended to be used to probe psychological or emotional problems. Should you discover any serious problems, we strongly recommend that you seek appropriate professional assistance. 3. Regarding homework, there are always some children who do not remember homework. Do not scold those children. Instead, praise those who do remember and recommend to the other children various things that they can do to help themselves remember things such as homework. 4. If you are unable to obtain the recommended books from your school or local library, ask the librarian to recommend suitable substitutes.

Page 1 Developing Self-Esteem/Identity **S**+T+R+O+N+G

Objectives: 1. To help children learn about themselves. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with identity, such as Penelope's Pen Pal by Linda & Al Silbert. Have a mirror in the class and let everyone look at themselves in turn. Talk about how people are the same and how they are different. Refer to hair color, eye color, skin color, height, clothing, likes and dislikes. Talk about the attributes of the students and what makes each unique. Then have the children complete page 1. It will be helpful to write the following words on the board and review them prior to doing the page: nose, mouth, eyes, street, drive, avenue, your city and state.

Homework: Have the children bring in one of their baby pictures.

Lesson 2. Hold up each baby picture and have the class guess whose it is. It may be fun to include a baby picture of the teacher. Make a bulletin board entitled *Guess Who?*

Page 2 Developing Self-Esteem/Belonging **S**+T+R+O+N+G

Objectives: 1. To give children a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Write the name of your school on the board. Discuss the following questions with your class. "Who are the people that go to our school? eg. children who live in Yourtown." "Who are the people that work at our school?" Talk about how special each person is that attends or works at the school. Have the students complete page 2.

Lesson 2. Share the pictures the children drew in Lesson 1 with the class. Mention the fact that some children may have put the American flag in their picture. Talk about the flag and how it represents the United States. Relate that the 13 stripes represent the original thirteen colonies and the stars represent the states as they are today. Then divide the class into groups of 3 or 4. Have each group design a school flag. The flags make a great bulletin board.

Page 3 Developing Self-Esteem/Worthiness **S**+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Lesson 1. Talk about the different jobs people have. Talk about how people help others in various jobs, eg. teachers, store keepers, garbage collectors, librarians, builders, etc. Then have the students complete page 3.

Homework: Tell the children to pretend that they can do any job in the world (not limited to those pictured on page 3). Have each write 2 or 3 sentences to answer: What job would you choose? By doing that job, how would you help people?

Lesson 2. Have the children read their sentences to the class. Have the class guess what job each is describing.

Page 4 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Refer to the previous lesson. Then explain that today we are going to talk only about how doctors help us. Ask the children "How has your doctor helped you?" Then have the children complete page 4.

Lesson 2. Invite a doctor (or other health care worker) to talk to your class. Ask your guest to describe the different things he/she does to help people.

Page 5 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Refer to the pictures the children drew of their school. Tell them that many people were needed to construct the school building. Ask: Who were the people that helped build it? Talk about architects, engineers, carpenters, plumbers, electricians, etc. Then have the children complete page 5.

Homework: Have the children bring in pictures from magazines showing people working in the various building fields. These pictures will make a good bulletin board entitled *Building a Building*.

Lesson 2. Invite one person from the building field to your class to talk about constructing a building.

Page 6 Developing Responsibility/Self S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in their accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To promote a positive self-image.

Lesson 1. Talk about what the children do to take care of themselves, eg. getting dressed, brushing teeth, bathing, etc. Then have different children pantomime things they do for themselves while the class guesses what they are doing. Have the children do page 6.

Lesson 2. Have the children make a mural of the things they can do for themselves. Broaden their thinking by having them think of themselves in various situations, eg. when it is raining, or snowing, or when they are on vacation, in a restaurant, on a plane, at the beach, shopping, etc.

Page 7 Developing Responsibility/Family S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their family. 2. To help children understand that they are responsible to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Talk about the ways the children in the class help members of their family. Write the children's ideas on the board. Have the children complete page 7.

Lesson 2. Have the children write a class story about the Flitzes, a fictional family. There are Mr. and Mrs. Flitz, two little Flitzes, and their dog, Spot Flitz. None of them does anything to take care of the house; no one shops for food, does laundry, takes out garbage. No one does anything.

Write "Life in the Flitz's House" on the board. Help the children imagine what it would be like living in such a house. At first, some children might think it would be pretty "neat" not to have to do anything, but lead them to see that life would be pretty difficult. Help them develop the story. Make a copy of the story for each child to keep.

Page 8 Developing Responsibility/Community S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their community. 2.To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with friendship, such as A Bargain for Francis by Russell Hoban. Talk about being responsible for oneself, one's family and for one's friends. Ask if Thelma was responsible? Ask if Francis was being a responsible friend to Thelma when she put the money in the sugar bowl. Talk about different times you were a responsible friend. Have the children complete page 8.

Homework: Have the children go to the library and take out a book that deals with friendship.

Lesson 2. Have the children write reports on the books they took out of the library on friendship. The report should include answers to: Who were the friends? Where and when did the story take place? What happened to the friends? Why did it happen? Have them finish by answering: How would I have reacted if I were one of the characters in the story?

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Ask the children: How do you decide what to play with your friends? Help them see that there are may factors that they consider, eg. whether it is a school day, the time of day, the season, the weather, how tired they are, how hungry they are, etc.

Then ask them if they found one hundred dollars, how they would decide what to do with it. Have the children do page 9.

Lesson 2. Have the children share their answers from page 9 with the class. After this, ask if they would like to change their answers. If so, ask why, if not ask why not. Perhaps they will see that as they think of additional options, their decisions may change.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of eating well.

Lesson 1. Read aloud a story dealing with diet, such as Cloudy With a Chance of Meatballs by Judi Barrett. Talk about shopping in the supermarket. Ask the children: *How does your family decide what foods to buy?* List the foods children say that their families buy. Then have the children complete page 10.

Homework: Have each child bring in an empty cereal box. You may find it necessary to have on hand some of the more healthful types for comparison purposes.

Lesson 2. Have the children look at the ingredients on the side of the boxes. Explain that the ingredients are listed in order, that is, with the one that has the largest amount at the top; eg. if sugar is listed first, then there is more sugar than any other ingredient. Then place the boxes in groups according to the amount of sugar. Discuss which are the most healthful to eat.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand how the amount of sleep they get affects the way they feel.

Lesson 1. Read aloud a story dealing with bedtime, such as Velveteen Rabbit by Margery Williams. Then talk about what the children think of as they are trying to fall asleep. Have them complete page 11.

Homework: Ask the children to think of as many happy thoughts as they can so they will have *a big bag of happy thoughts* to think about when they are going to sleep.

Lesson 2. Have the children share their bag of happy thoughts with the class. Then have them write their favorite happy thoughts on a large sheet of paper and illustrate them. This could make a wonderful bulletin board entitled *Happy Fall - Asleep Thoughts*.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of exercising.

Lesson 1. Talk about the word *exercise*. Discuss what it means. Talk about different types of exercises (including sports) and how one feels after doing them. Have children perform different exercises or sports while the others try to guess what they are. Have the children complete page 12.

Lesson 2. Invite a parent or community member in to talk to the class about the need to exercise. Then have the children play *Simon says* while following a leader who is doing various exercises.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with stress.

Lesson 1. Read aloud a story that deals with stress management, such as How Does it Feel? by Joyce Strauss. Talk about different emotions. Have children complete page 13.

Lesson 2. Read aloud a story that deals with various emotions, such as Tiger, Take off Your Hat by Linda & Al Silbert. Ask the children to think about the emotions Tiger experienced. Ask: When was he angry? When was he sad? When was he happy? If time allows, it is fun to have the children act out this story while you reread it to them. Be sure to have a big hat available for Tiger.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun in their lives.

Lesson 1. Read aloud a story that deals with friends having a good time, such as Frog and Toad Are Friends by Arnold Lobel. Talk about different things the children have done with their friends to have fun. Refer to birthday parties, getting together to play after school or on the weekends, etc. Have children complete page 14.

Homework: Children bring in pictures from magazines of friends having fun together.

Lesson 2. Have each child write a sentence about one picture he/she brought in. This makes an excellent bulletin board entitled *Friends*.

Page 15 Goals/Work Habits S+T+R+O+N+***G***

Objective: To help children understand the need for goals.

Lesson 1. Ask the children to think about a story in which a character had to work very hard to accomplish something difficult. Point out that the character had to practice very much to get what he/she wanted. Ask the children to identify things that they have accomplished that required a lot of practice. Have children complete page 15.

Lesson 2. Have each child tell the class what he or she did to deserve the award from page 15.

Page 16 Goals/Imagination S+T+R+O+N+***G***

Objective: To help children use their imagination and visualize.

Lesson 1. Talk about what *imagination* means. Talk about make-believe characters in books and on television. Ask if the characters are real. Have the children think of characters they would like to be by visualizing them. Have the children complete page 16.

Lesson 2. Have the children share their answers from page 16 with the class.

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My name is ______________________________

My address is ______________________________

____

My telephone number is ____________________

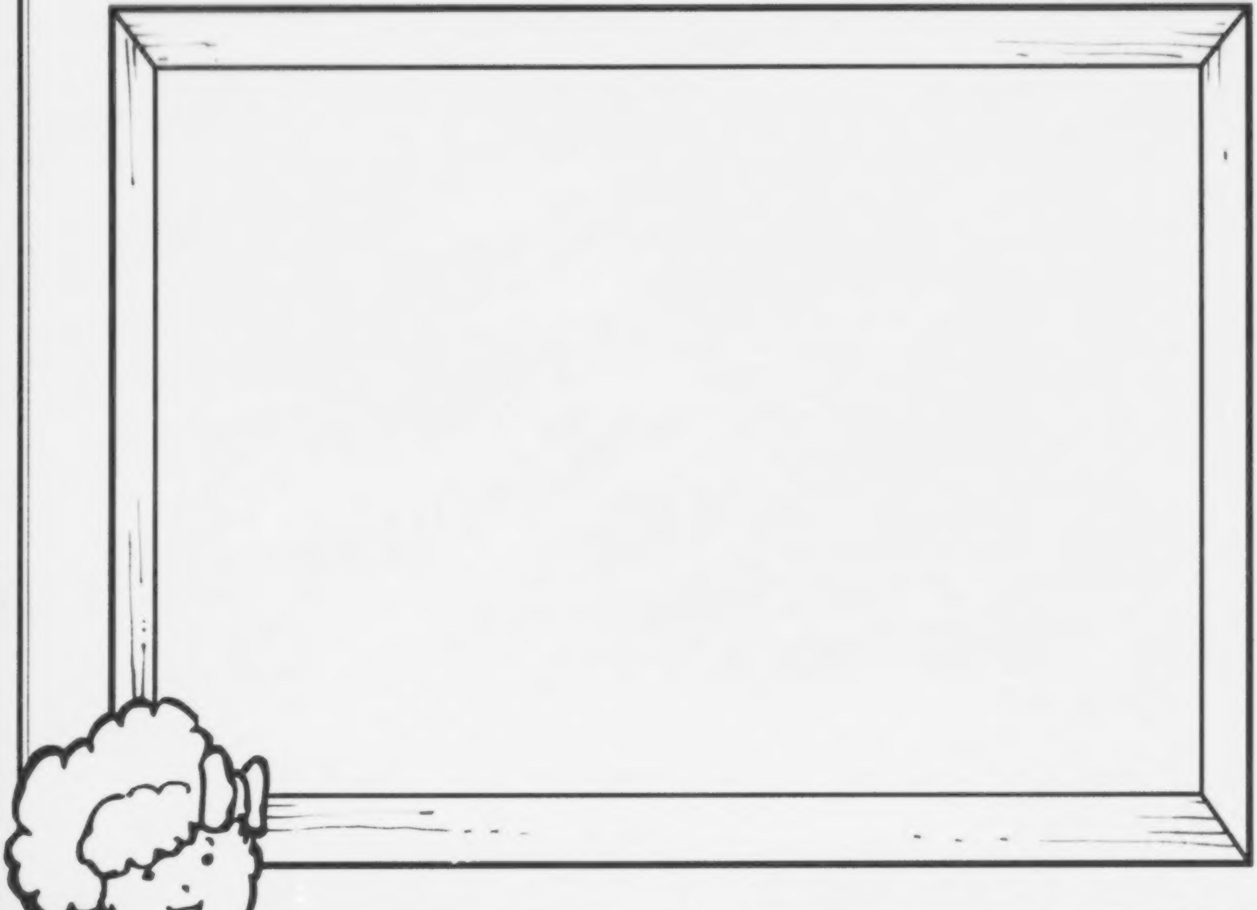
I am __________ feet ____________ inches tall.

I weigh ____________________ pounds.

The best looking part of my face is my

____

Draw a picture of your face.



The school I go to is ______________________________

I am in ________________________ grade.

My teacher's name is

____

My principal's name is

____

The names of my friends at school are

____

____

Draw a picture of your school.

Each person in this picture is doing a different job to help other people. If you could be one of these people, which one would you want to be?__________

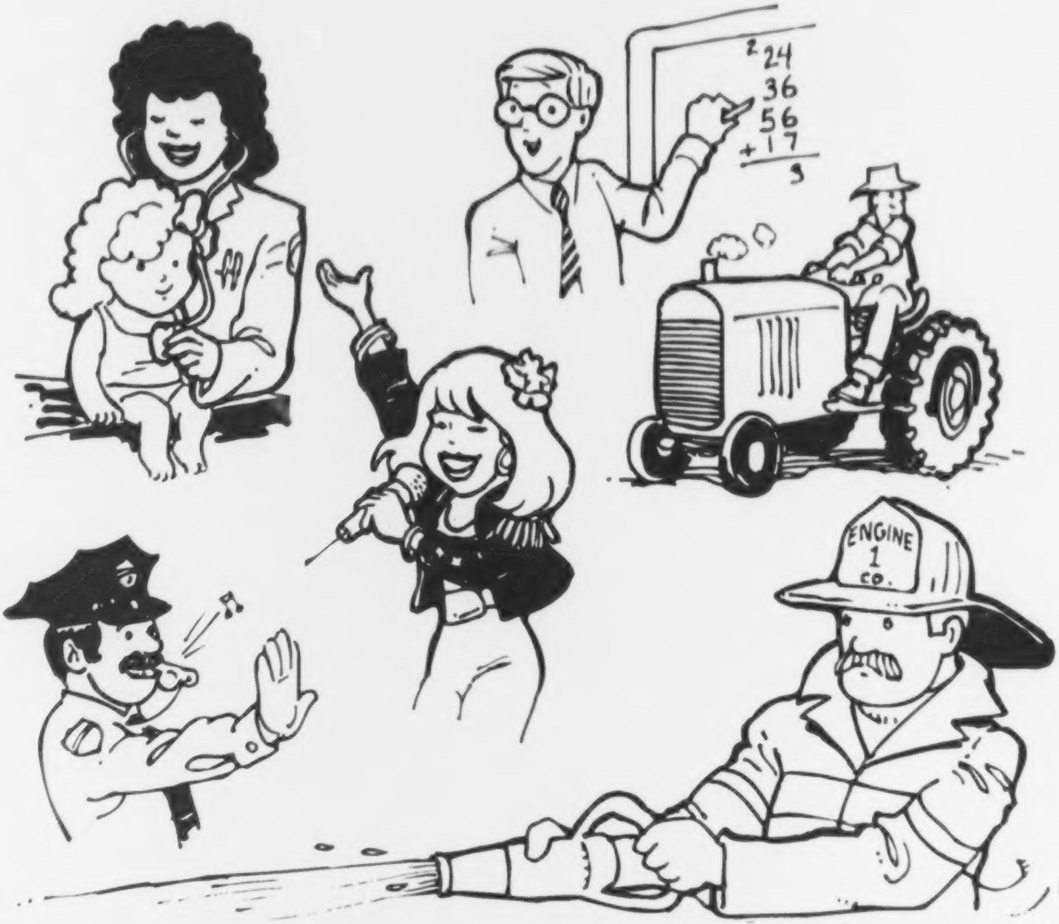
____

Why would you want to be this person?____________

____

If you were this person, how would you help other people?____

____



Dr. ______________________ is my doctor.
He/she helps me stay well. Write a thank you note to your doctor for helping you stay well. Then copy it onto good paper and send it to your doctor.

Dear Dr.__________________,

Thank you for____________________________

____

____

____

____

____

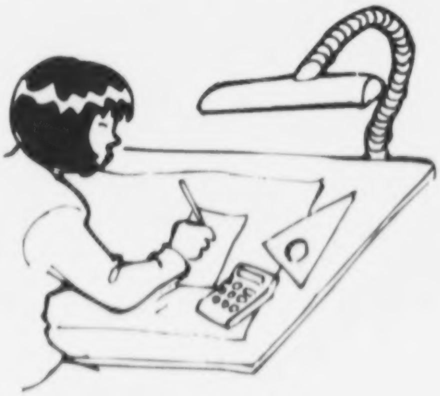
____

Your friend,

____

Many people helped to build your school building. Here are some of them. Label each picture.

Architect	Electrician
Mason	Plumber
Carpenter	Painter



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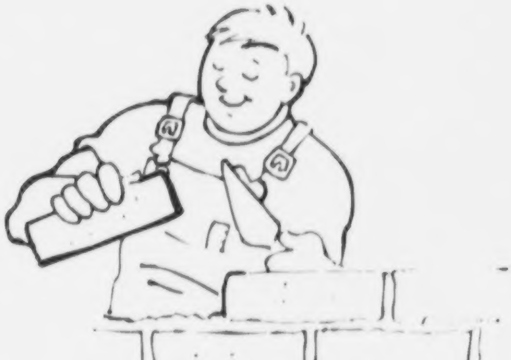

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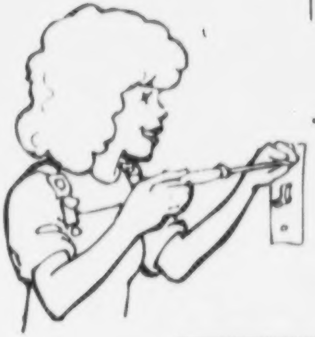

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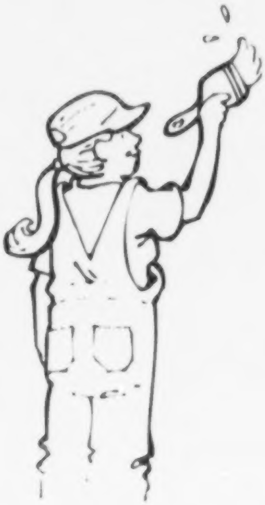

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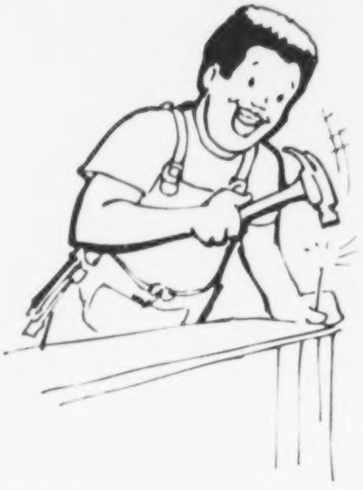

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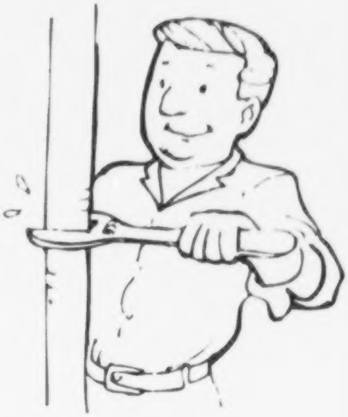

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There are many things that people have to do to take care of themselves. Color in the pictures showing the children who are taking good care of themselves.

Doing homework

Eating well

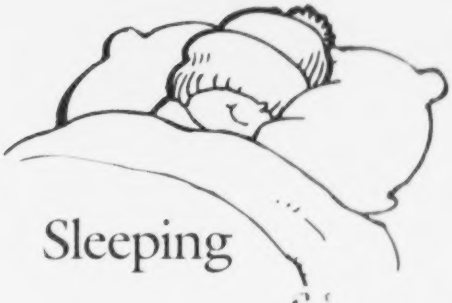
Exercising

Brushing teeth

Taking a bath or shower

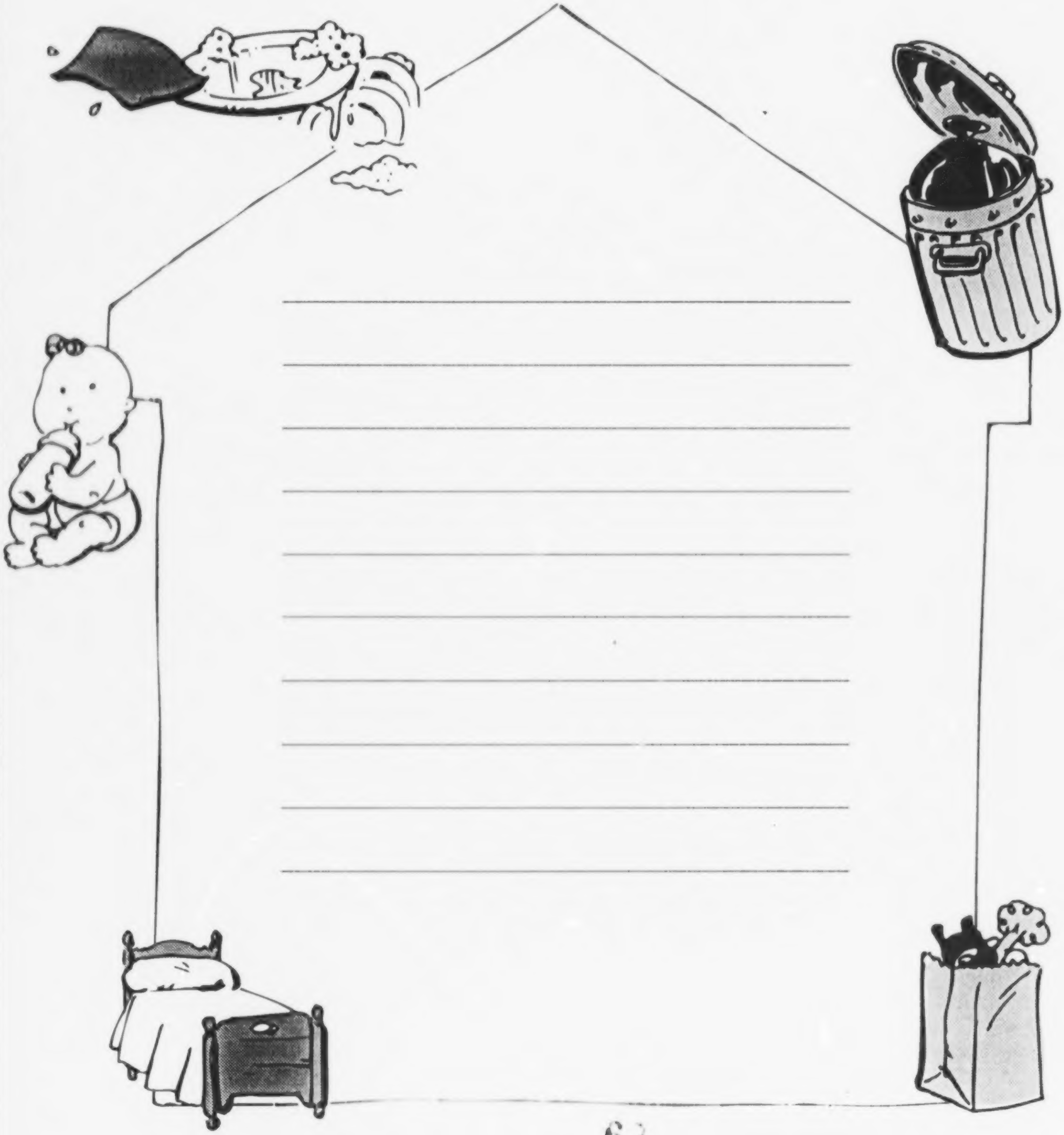
Combing hair

Washing face and hands



Sleeping

Think about the things you do to help your family at home.
Write some of these things in the space below.



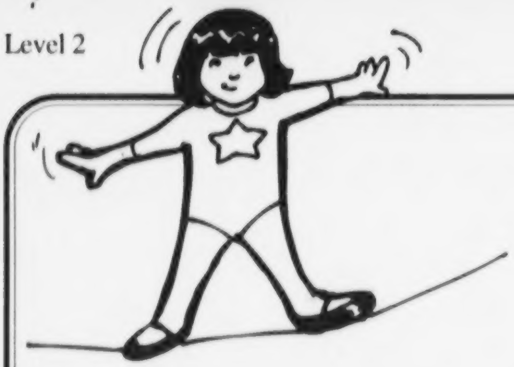
Think about a time you helped someone. Tell about this time by drawing pictures in the boxes below. Be sure the pictures are in the right order.

①

②

③

④



Pretend that you are in a circus. You can choose to be anything you want to be: an acrobat, clown, lion, or anything else. What would you choose? ______________________

Why would you decide to be this?

____

____

____

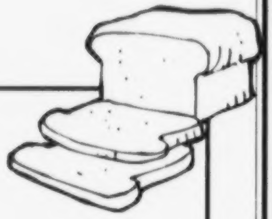
____

Draw a picture of you in the circus.

Eating good food helps you stay well. Circle the foods that are good for you.

fruit meat ice cream vegetables candy milk
soda cereal bread

Draw a picture of your favorite food.

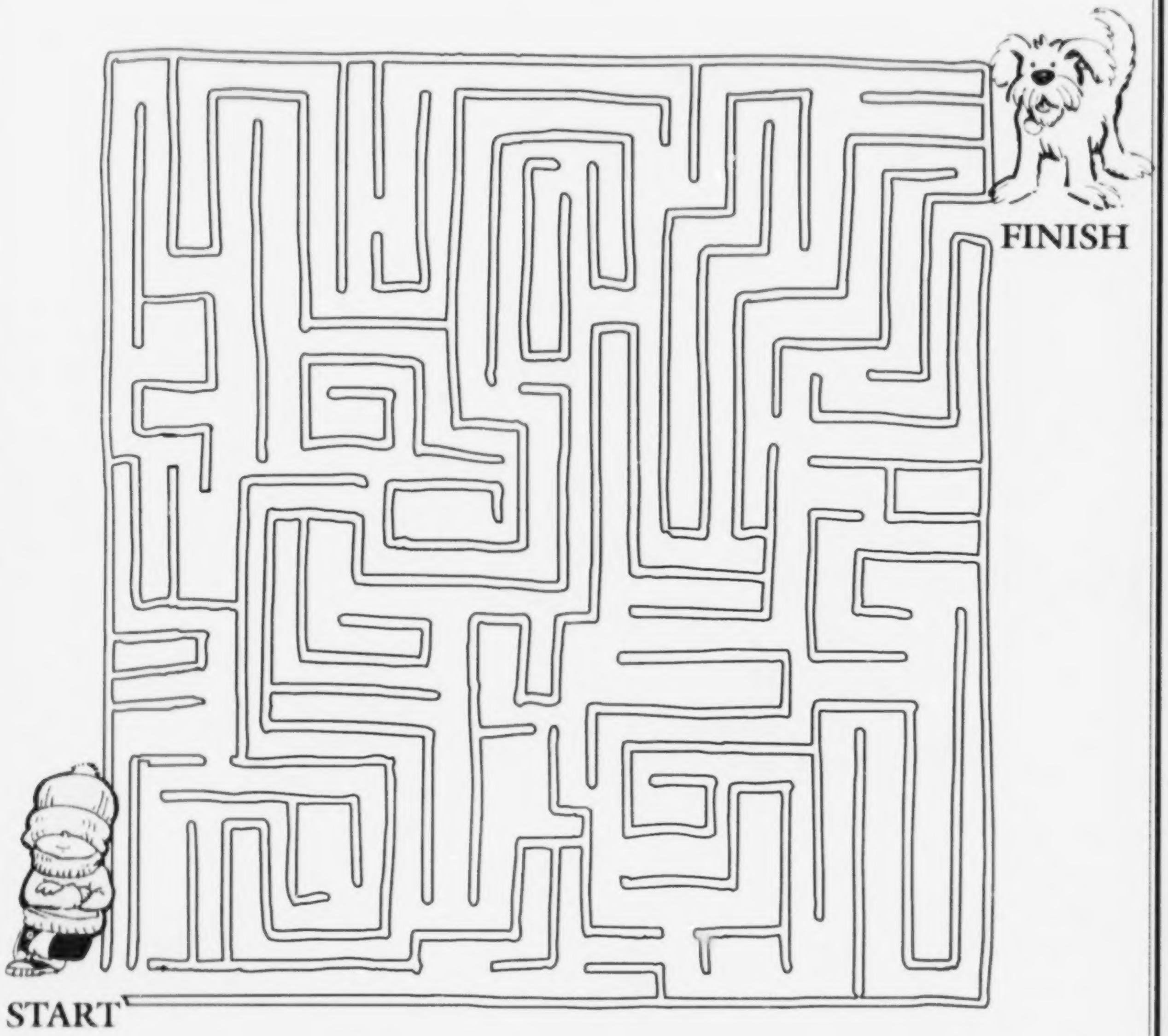


Many thoughts may come into your head when you are trying to fall asleep at night. Draw a picture of what you look like when you are trying to fall asleep. Write what you are thinking about in the bubble.

There are many different types of exercises. This is an exercise for your brain and your body. Look at the words below. Circle one letter in each word until you have all the letters that you would need to spell **exercise**. As soon as you find the eight words, get some exercise by hopping around on one foot. Have fun exercising.

cat onion bed run look
carrot exit over wise
mat duck pillow
street potato
road pig doll movie
weekend moose river
comic rocket ball hide

Tiger feels very upset because he can't find his dog. Can you help Tiger find him?



Children play different games outside at different times of the year. Draw a picture of a game you play during each season.

Think of some work you do in school for which you deserve an award.

We would like to give you this award for doing this thing well. Fill it in by neatly printing in the spaces provided.

School ______________________________

Date ______________________________

This is awarded to

____

This is awarded for

____

Signed by ______________________________

____

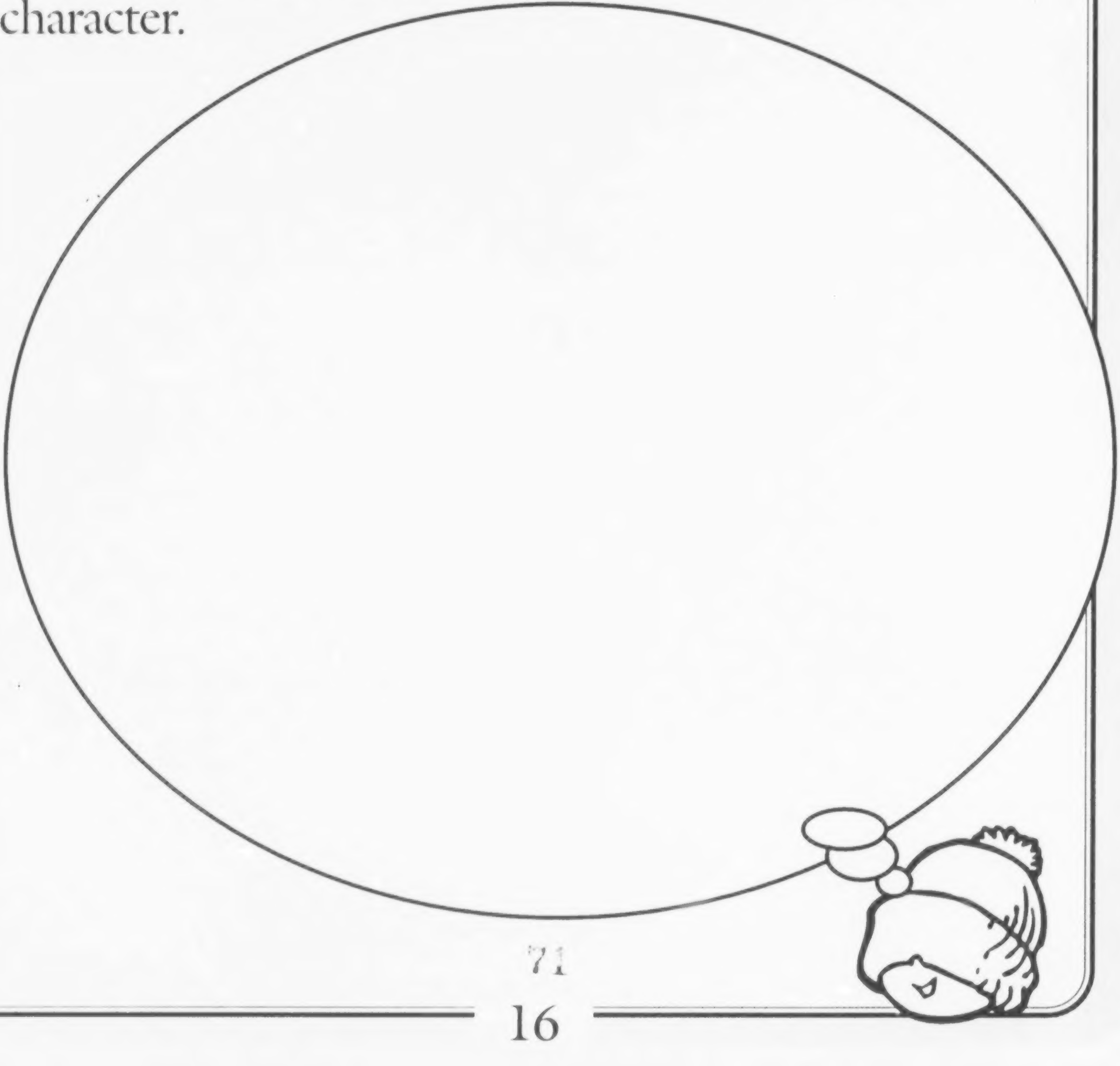
Imagine that you are a character in a book or on television.

Who would you be?______________________________

Why would you be this character?_________________

____

Draw a picture of how you would look as this character.



About the authors

Linda Bress Silbert received her Bachelor of Science degree in elementary education, majoring in behavioral science at the State University of New York, New Paltz, NY. She did graduate work in reading at Hunter College, New York, and received her Master of Science degree in counseling at Western Connecticut State University, Danbury, Connecticut.

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LEVEL 3

S+T+R+O+N+G KIDS

Life Skills Program

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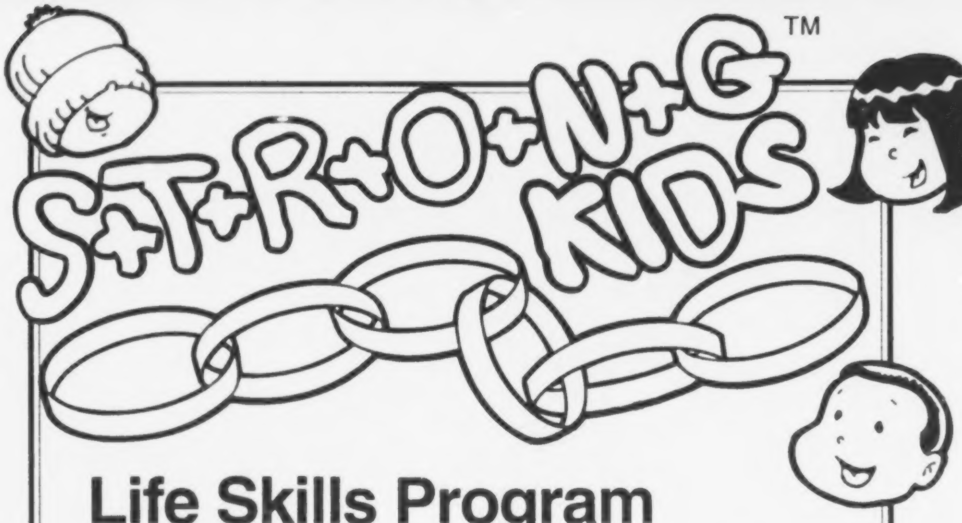

Life Skills Program

LEVEL 3

By
Linda Bress Silbert, M.S.
Alvin J. Silbert, M.S., Ed.D.

Illustrated By
Bob Berry

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S+T+R+O+N+G™ Kids *Life Skills Program*

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Notes: 1. It may be necessary to remind the older children that this program builds upon the work from the previous grade. The lessons may be similar, but they are not the same. 2. These books are not intended to be used to probe psychological or emotional problems. Should you discover any serious problems, we strongly recommend that you seek appropriate professional assistance. 3. Regarding homework, there are always some children who do not remember homework. Do not scold those children. Instead, praise those who do remember and recommend to the other children various things that they can do to help themselves remember things such as homework. 4. If you are unable to obtain the recommended books from your school or local library, ask the librarian to recommend suitable substitutes.

Page 1 Developing Self-Esteem/Identity ***S***+T+R+O+N+G

Objectives: 1. To help children learn about themselves. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with people's hobbies and interests, such as Agnes' Cardboard Piano by Linda and Al Silbert. Have the children talk about their hobbies, interests, likes, dislikes, etc. Then have them complete page 1.

Lesson 2. Have the children stand in size order to show differences and similarities. Then have the children make a height line (similar to a vertical time line) of all the children in the class. This is a good bulletin board idea.

Page 2 Developing Self-Esteem/Belonging ***S***+T+R+O+N+G

Objectives: 1. To give children a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with friendship, such as I'll Be Your Best Friend by Linda and Al Silbert. Then talk about the characteristics of a good friend, eg. trust, respect, etc. Have the students complete page 2.

Lesson 2: Remind the class about the story Agnes' Cardboard Piano by Linda and Al Silbert. Reread if appropriate. Then discuss whether or not Agnes was a good friend to the others. Then discuss whether or not the others were good friends to Agnes.

Page 3 Developing Self-Esteem/Worthiness ***S***+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with the value of trust, honesty, etc., such as Tuffy's Bike Race by Linda and Al Silbert. Talk about the values honesty, truth, loyalty, etc. Unlike gold and diamonds, these are things that cannot be touched. Yet, they too are very valuable. Ask the class to think of other things that cannot be touched but are valuable. Discuss things that are free that are valuable, eg. clean air, water, the beauty of nature. Then have students complete page 3.

Lesson 2. Have volunteers read aloud the stories they wrote on page 3.

Page 4 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Level 3 - Page 2

Lesson 1. Have the children think of someone with whom they would share a special secret. Then have them complete page 4.

Lesson 2. Have the children share with the class the person they said they trusted on page 4. Write the list on the board in chart form, eg. 5 children trusted their mothers, 3 trusted their fathers, 2 trusted their aunts, 4 trusted their friends, etc. A good bulletin board idea is to display the chart and title it *Whom Do We Trust?*

Page 5: Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Read aloud a story about a famous person. Talk about how this person helped improve the world. Talk about his/her life and what led up to his/her fame.

Lesson 2. Ask the children to think of someone, famous or not famous, who they think would make a good role model. Then have the children complete page 5.

Page 6 Developing Responsibility/Self S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in their accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To promote a positive self-image.

Lesson 1. Look up the definition of the word *responsible*. Discuss what it means. Then list the words the children think of when they hear the word responsible. Have the children complete page 6.

Homework: Have the children write one paragraph about something they did that day that showed that they are responsible. Use the sentence starter *I was responsible today when....*

Lesson 2. Share the homework with the class.

Page 7 Developing Responsibility/Family S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their family. 2. To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Talk about *division of labor* and how everyone in a family has special chores. Talk about why this is necessary. Have children complete page 7.

Lesson 2. Have the children write poems or stories about being responsible members of a family. They may write about what happens when people are responsible or what happens when people are not responsible.

Page 8 Developing Responsibility/Community S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their community. 2. To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with community workers, such as If I Ran the Zoo by Dr. Seuss. Talk about division of labor in your community and what is needed to run a town or city in an orderly way. Refer to the highway department, police, schools, garbage removal, courts, etc. Discuss with them that when something occurs that can be harmful to the people in the community, something has to be done about it. Have the children complete page 8.

Lesson 2. Take a trip to the town hall or have a government official come to your class to speak about what is needed to keep the town or city running smoothly.

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Talk about making decisions. Discuss that some decisions are minor, eg. what game should we play after school? Other decisions are major, eg. should the family move to another state? Talk about decisions the children have to make at home or at school. Talk about the steps they may take to make correct choices. Refer to consequences of decisions and the expression *weighing the consequences*. Have children complete page 9.

Lesson 2. Have the children get into groups of three or four. Have the children share among the group members their answers from page 9 about their clubs. Have each group vote on its favorite club. Then write the names of the winning clubs on the board. Have the children who thought of the clubs describe their clubs and have the children decide which club they would choose to join. Again vote and discover which is the children's favorite club.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of eating well.

Lesson 1. Talk about the food groups described on page 10. Have the children complete page 10.

Homework: Have each child bring in one magazine picture of each of the six categories listed.

Lesson 2. Either design a bulletin board which places the pictures together in the appropriate food groups or have each child write his/her own book entitled *The Different Foods We Eat*.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of getting enough sleep.

Lesson 1. Read aloud a story that deals with sleeping away from home, such as Tyrone Goes Camping by Linda and Al Silbert. Talk about sleeping away from home. Talk about the things the children pack to bring with them. Discuss whether or not they enjoy sleeping away from home. Ask them to raise their hands if they think it is scary to sleep away from home. Then have the children complete page 11.

Lesson 2. Have the children share their answers from page 11 with their classmates.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand the need to exercise.

Lesson 1. Talk about the different types of exercises people do and compare the benefits of one over the other. For example, body builders would benefit more from weight lifting than from running, while the reverse is true for soccer players. Have children complete page 12.

Lesson 2. Take a trip to a sporting goods store or have the children go with their families. Tell them to learn about the different types of exercise equipment available. Perhaps someone from the store will answer some questions about what types of equipment the children would best use to help them prepare for different types of sports. Have the children write thank-you notes to the store you visited.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with stress.

Lesson 1. Read aloud a story that deals with a form of stress, such as Two Places to Sleep by Joan Schuchman. Talk about things that cause people to become upset. Have children complete page 13.

Lesson 2. Invite the school social worker, psychologist, or counselor to talk about ways of dealing with stress, whether it be anger, depression or guilt.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun in their lives.

Lesson 1. Read aloud a humorous story, such as any one of Peggy Parish's Amelia Bedilia books. Talk about laughing and the need to have fun. Have children complete page 14 and then have the children share their answers with the class.

Homework: Each child has to think of a joke to tell the class. Suggested time limit – one minute each.

Lesson 2. Joke Day – each child tells his/her joke to the class.

Page 15 Goals/Work Habits S+T+R+O+N+*G*

Objective: To help children understand the need for goals.

Lesson 1. Read aloud a story that deals with setting goals, such as Arthur's Funny Money by Lillian Hoban. Talk about what the children may want to be when they grow up. Explain that in order to become these things, they must set goals. One of these goals might be to do well in school. In order to do well, they would do homework and study for tests. They would also have good study habits which includes a comfortable and quiet place to work. Have children complete page 15.

Lesson 2. Invite a guest whom you believe would be effective in explaining to the class the goals he/she had to set to become successful. Ask the guest to discuss what it took to stick with the long term goals.

Page 16 Goals/Imagination S+T+R+O+N+*G*

Objective: To help children use their imaginations and visualize.

Lesson 1. Read aloud a story that deals with imagination, such as And to Think I Saw it on Mulberry Street by Dr. Seuss. Talk about the meaning of the word *imagination*. Talk about the need to have dreams and desires. Have children complete page 16.

Lesson 2. Have the children share their answers from page 16 with the class.

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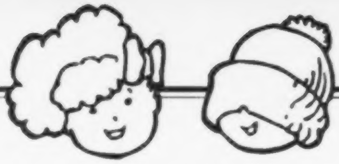


Name ______________________________

This is a list of my favorite things.

My favorite animal ______________________

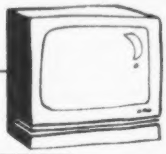
My favorite color ______________________

My favorite food ______________________

My favorite school subject ______________________

My favorite hobby ______________________

My favorite TV show ______________________



My favorite vacation ______________________

My favorite book ______________________

My favorite flower ______________________

My favorite car ______________________

My favorite movie ______________________

My favorite toy ______________________

My favorite game ______________________

My favorite holiday ______________________

My favorite comic strip ______________________

My favorite sport ______________________

To me a friend is someone who

Draw a picture of you with your best friend.

A sack of gold is valuable. Clean air is valuable. A good friend is valuable. There are many reasons why things are valuable. Write a short story entitled, "I Am Valuable".

Illustrate your story.

Think of someone whom you trust enough to share a special secret.
Who is this person? ______________________________

Why can you trust this person? ______________________________

How does it make you feel to know that you can trust this person?

Draw a picture of you whispering a secret to this person.

A role model is someone you admire and would want to be like. Think about someone who would make a good role model.

Circle the words that describe this person. Add some words if you wish.

pretty handsome kind nice caring trusting
smart funny strong poor tall athletic
young old quiet talkative generous rich

__________ __________ __________
__________ __________ __________
__________ __________ __________

Draw a picture of this person.

Each of us has different responsibilities in different situations. For each situation, write one or more things for which you are responsible.

At school I am responsible for ____________________

____

____

At home I am responsible for ____________________

____

____

While riding in a car I am responsible for ____________________

____

____

In a restaurant I am responsible for ____________________

____

____

In my family everyone has different responsibilities. Here is what I think they are.

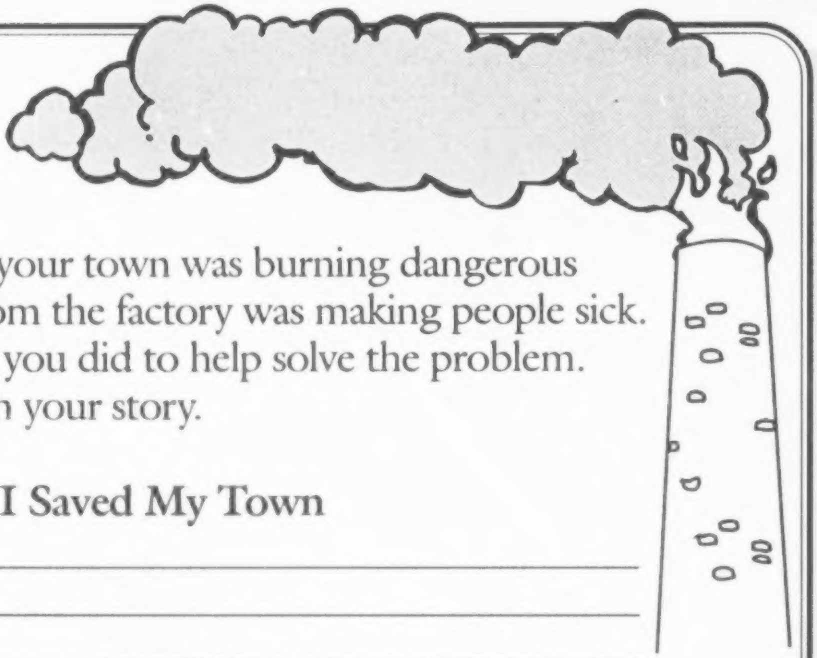
Mom____

Dad____

Brother____

Sister____

Me____



Pretend that a factory in your town was burning dangerous chemicals. The smoke from the factory was making people sick. Write a story about what you did to help solve the problem. Draw a picture to go with your story.

How I Saved My Town

Written and Illustrated by ______________________________

Think of a club that you would like to start. What would you name your club? ______________________________

Who would be the president? ______________________________

What would be the purpose of the club? ______________________________

____

Who would join the club? ______________________________

____

What would you do at the meetings? ______________________________

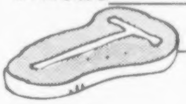
____

Draw a picture of the club tee shirt.

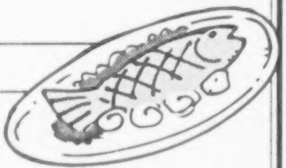
Put each food in the correct category.

peas hamburger apple potato tomato chicken carrots
cookies melon bagel oatmeal milk cheese
spaghetti butter frankfurter marshmallows ice-cream grapes

Meat______________________________



Fruit______________________________

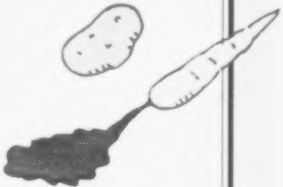


Sweets______________________________

Dairy______________________________

Bread & Cereal______________________________

Vegetables______________________________



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Think about a time you slept away from home.

Where did you sleep? ______________________________

Did you sleep as well as you do when you sleep in your own bed?

____

Why or why not? ______________________________

____

What thoughts did you have when you woke up in the middle of the night? ______________________________

____

____

Draw a picture of what you thought of when you woke up in the middle of the night.

We all get exercise in different ways.
What are some of the activities you do to get exercise? ____________

____

____

____

Which activity do you like the most? ____________

____

Which activity gives you the most exercise? ____________

____

____

Draw a picture of you doing your favorite physical activity.

We all go through times that cause us to become upset. Even fairy tale characters get upset. Little Red Riding Hood was upset by the big bad wolf. The three little pigs were also upset by a wolf. Little Miss Muffet was upset with the spider. Select any fairy tale or nursery rhyme.
Pretend that you are the character who gets upset.

Write a story telling what you would do as that character to deal with the problem. ____

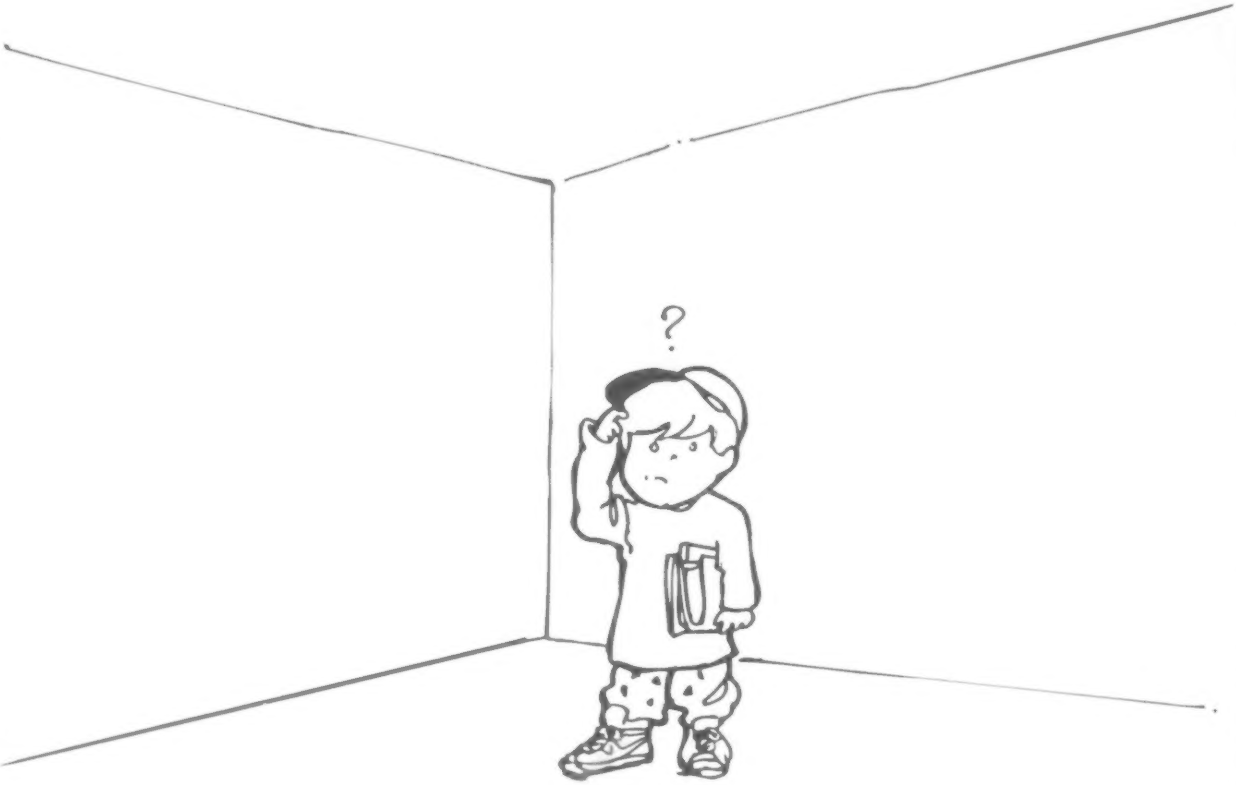
What is the funniest game you ever played?

What is the funniest trick you ever played on someone?

Who is the funniest person you know?

Draw the funniest thing you ever saw.

Picture yourself doing your homework in this empty room. It would be difficult without any furniture or lights. Add the things that you would need to be able to do your homework comfortably and well.



If I won a million dollars I would_____

Draw a picture of what you would buy with all that money.

About the authors

Linda Bress Silbert received her Bachelor of Science degree in elementary education, majoring in behavioral science at the State University of New York, New Paltz, NY. She did graduate work in reading at Hunter College, New York, and received her Master of Science degree in counseling at Western Connecticut State University, Danbury, Connecticut.

Alvin J. Silbert received his Bachelor of Arts degree in secondary education majoring in physics at the State University of New York, New Paltz, NY. He received his Master of Science Degree in mathematics and science education at Yeshiva University, New York, and received his Doctor of Education degree in physics and education at Teachers College, Columbia University, New York.

Other children's books by the same authors dealing with emotional and social development

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- My Own Book of Feelings
- What Would Happen If...
- My Own Book of Special Things
- This Is My Opinion About
- Guess What I Am Thinking Of...
- Wonderful World. of Gift Giving

Understanding People Storybooks for children ages 5-10
- Tiger, Take Off Your Hat
- Whitney's New Glasses
- Penelope's Pen Pal
- Agnes' Cardboard Piano
- Tyrone Goes Camping
- I'll Be Your Best Friend
- Lost In The Cave
- Tuffy's Bike Race

LEVEL 3

S+T+R+O+N+G KIDS

Life Skills Program

Strong Kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G ™ Kids Program builds upon each of these areas:

Self-Esteem:	Self-esteem refers to the extent to which children feel good about themselves. This program helps build a child's identity, belonging, and worthiness.
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LEVEL 4

S+T+R+O+N+G KIDS

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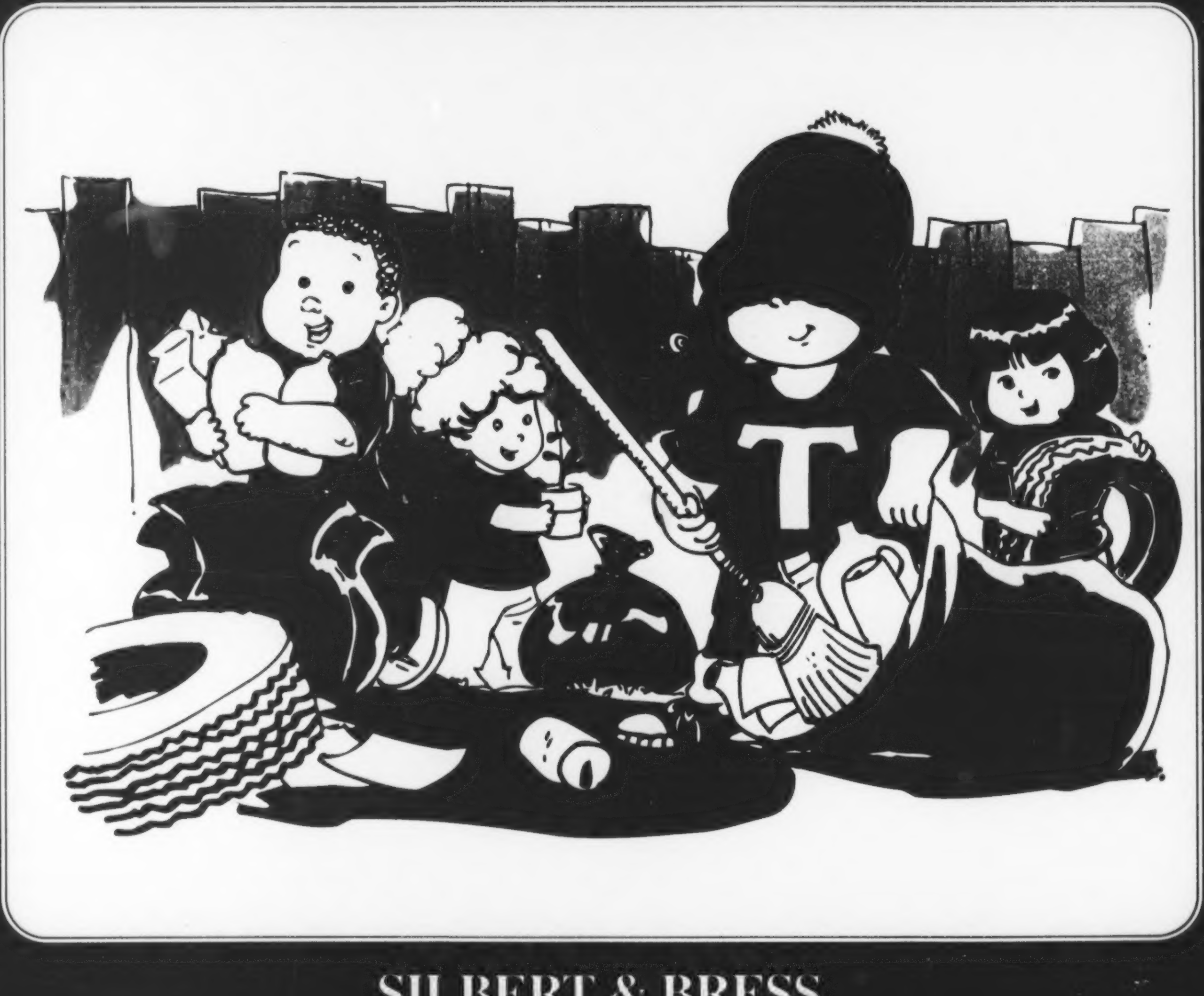

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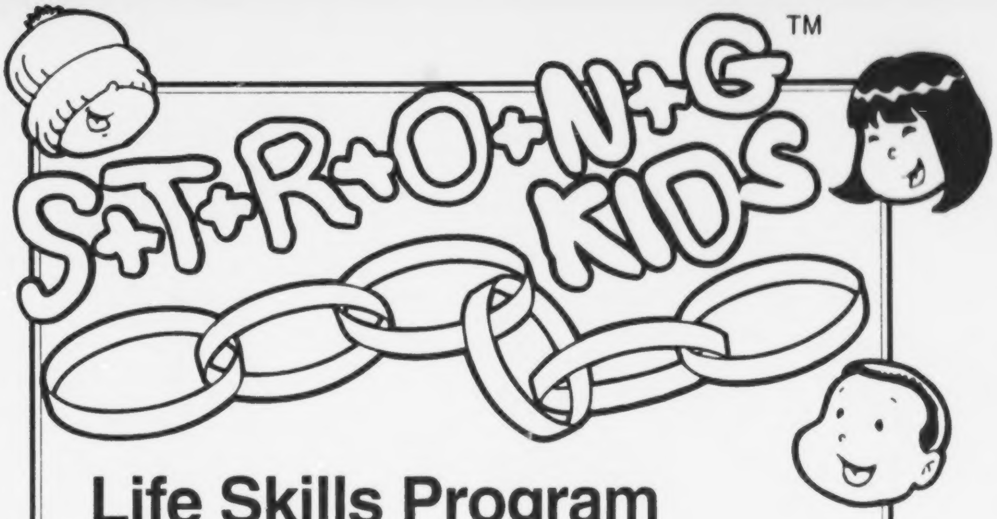

Life Skills Program

LEVEL 4

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Page 1 Developing Self-Esteem/Identity ***S***+T+R+O+N+G

Objectives: 1. To help children learn about themselves. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with names, such as Aldo Applesauce by Johanna Hurwitz. Talk about the fact that names are special to each person. Have the children complete page 1. Then have them share their work with the class.

Homework: Have the children find out the origin of their first and last names. Ask them to ask their parents the following questions about their names. 1. How did you choose my first name? 2. Was I named after someone? If so, who is (was) that person and why did you choose to name me after that person? 3. What is the origin of our last name?

Lesson 2. Have the children share with the class the information they discovered about their names.

Page 2 Developing Self-Esteem/Belonging ***S***+T+R+O+N+G

Objectives: 1. To give children a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Talk about heritage and family trees. Construct a fictitious family tree using names such as Grandpa Max, Aunt Wilma, etc. to illustrate the concept.

Homework: Have the students complete page 2. This may take several days to accomplish.

Lesson 2. Have the students share their papers about their heritage with the class. Use the papers to make a bulletin board entitled *Our Heritage.*

Page 3 Developing Self-Esteem/Worthiness ***S***+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with a person's feelings of worthiness, such as Dick Whittington and His Cat by Marcia Brown. Ask the children to talk about times that they felt needed. For example, they may have helped someone physically or emotionally. Or, they may have given charity, some good advice or just a warm smile. If the children have difficulty, you may wish to talk about yourself first. Have students complete page 3.

Lesson 2. Have the children share their answers from page 3.

Page 4 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Level 4 - Page 2

Lesson 1. Talk about the definition of a role model. Refer to the fact that this is someone whom you admire and would like to emulate. Have the children complete page 4.

Lesson 2. Ask as many volunteers as time allows to read their responses from page 4. After each have the class debate whether or not the people they wrote about are good role models.

Page 5: Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Have the children look up the word *trust* in a dictionary. Then have them complete page 5.

Lesson 2. Ask as many volunteers as time allows to read their responses from page 5. After each, have the class debate whether or not the people they wrote about are truly trustworthy.

Page 6 Developing Responsibility/Self S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in their accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To help children see how their responsibilities change. 4. To help children focus in on what their actual responsibilities are. 5. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with a person's sense of responsibility, such as You Can Depend on Me by Margaret Reuter. Have the students look up the definition of the word *responsible*. Discuss what this means. Talk about various responsibilities they have and how some of them change from year to year while others remain the same. Have the children complete page 6.

Homework: Have students keep a log of their responsibilities for a week.

Lesson 2. Have the children compare their responsibilities. Make a chart on the board listing the responsibilities discussed. Place tally marks next to each showing the number of children with each responsibility.

Page 7 Developing Responsibility/Family S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their family. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with a person's responsibility to his/her family, such as I'm in Charge by Joan Drescher. Talk about division of labor and how everyone in a family has specific chores. Homework: Have children complete page 7.

Lesson 2. Summarize the results of the homework survey by writing on the board a list of the various family members, eg. father, older sister, younger brother, etc. Then under each heading write the types of responsibility each has. When completed, distribute the result of the survey to the children to share with their families.

Page 8 Developing Responsibility/Community S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their community. 2. To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Talk about division of labor in your community and what is needed to run a town. Refer to the roads, police, schools, garbage removal, courts, care for the poor, the sick, and the elderly, etc. Have children complete page 8.

Lesson 2. Have the children rewrite the letters they wrote on page 8, and mail them collectively to a nearby hospital to be distributed to the children.

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Read aloud a story that deals with decision making, such as Lost in the Cave by Linda and Al Silbert. Talk about making decisions. Talk about how to go about making correct choices. Refer to consequences of decisions and the term *weighing the consequences*. Discuss that there are always people available to go to for advice. Have children complete page 9.

Lesson 2. Divide the class into groups. Have each child share the decision he/she had to make. Have the others in the group discuss whether they would have made the same decision.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of eating well.

Lesson 1. Invite a dietician or the school nurse into your class to talk about the reasons why some foods are healthful and others are not. Have children complete page 10 while the group leader is still in the class.

Homework: Have the children bring in packaging from snack foods they ate during the week.

Lesson 2. Have the children locate the ingredients and nutritional information from the packages they brought in. Then divide the class into groups. Have each group attempt to determine from among four or five different snacks foods which is the most healthful and which one is the least healthful. Have each group report its findings to the class.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of getting enough sleep.

Lesson 1. Talk about the relationship between age and amount of sleep needed. Have the children determine from their bedtimes and wake-up times how many hours of sleep they usually get.

Homework: Have children complete page 11.

Lesson 2. Discuss the results of the homework and make up a class graph or chart.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of exercising.

Lesson 1. Obtain a book that describes different types of exercises that would be appropriate for children in fourth grade. Perhaps the physical education teacher can recommend one. Talk about different types of exercises and compare the benefits of one over the other for different parts of the body. Have children complete page 12.

Lesson 2. Invite a physical education teacher or a physical therapist into your class to go over page 12 with the class. Perhaps your guest could introduce the class to some exercises that children this age would enjoy doing.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with stress.

Lesson 1. Invite a school psychologist, social worker, or school counselor to lead this session. Ask the children to think of one thing that causes them to become very upset. Ask for volunteers to tell what upsets them. Write their answers on the board. Divide the class into groups according to similarity of issues. Have members of each group talk among themselves about ways they deal with the problems that cause them to become upset. Assist them as necessary to attempt to provide additional effective ways that they can use to relieve stress.

Lesson 2. Have your guest from the previous lesson join the class. Have the children complete page 13. Have the class divide into small groups to share their answers.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun in their lives.

Lesson 1. Read aloud a funny story, such as The Stupids Take Off by Harry Allard. Talk about the need to laugh and to have a good time. Have children complete page 14.

Lesson 2. Divide the class into pairs. Have each pair go to the front of the class to pretend that they are on television reading the script that one of them wrote. After they finish one script, have them switch roles and do the other script.

Page 15 Goals/Work Habits S+T+R+O+N+*G*

Objective: To help children understand the need for goals.

Lesson 1. Ask the children to read the top of page 15. As a class, come up with additional examples of short term and long term goals. Have the children complete page 15.

Lesson 2. Set up a jury to decide whether the goals the children wrote on page 15 are correctly identified as short term or long term goals. You (teacher) will be the judge and a group of children will be the jury. Then have the others tell one at a time their short term and long term goals. Have the jury decide if these are indeed short term or long term goals. Change the jury enough times so that everyone has a chance.

Page 16 Goals/Imagination S+T+R+O+N+*G*

Objective: To help children use their imagination and visualize.

Lesson 1. Talk about what *imagination* means. Talk about the need to have dreams and desires. Talk about planning for the future. Have children complete page 16.

Lesson 2. Have the class share their answers from page 16 with their classmates.

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Write your name vertically on the page. Each letter of your name can be written as creatively and artistically as you wish. Then describe yourself by writing a word which begins with each letter of your name.

For example:

Cute
Ambitious
Responsible
Optimistic
L Lovable

Pretend that you work for a newspaper. Your assignment is to write an article about the history of your family. You may want to prepare your article on scrap paper first.

Include a photograph or drawing in the space provided.

MY FAMILY by ______________________________

Write 5 things that happened during this week that made you feel like a useful and valuable person.

1.

2.

3.

4.

5.

Think about your next birthday party. Pretend that you are able to invite one famous person, past or present, as your special guest.

Who would you invite? ____________________

____

What makes this person famous? ____________________

____

____

____

____

Why would you want this person at your party? ____________________

____

____

____

Would you be proud to introduce this person to your friends? ______ Why or why not? ____________________

____

____

____

____

What are some comments your family members might make upon hearing who you selected to be your special guest? ________

____

____

____

____

____

Look up the word **trust** in the dictionary. Write the definition in this space.____

____

____

____

If you found gold in your backyard, whom would you trust to help you dig for it? ________________________

____

____

What has this person done to earn your trust? ________________________

____

____

____

____

____

Are you trustworthy? ______________________________

Why or why not? ________________________________

____

____

____

____

____

____

____

Each of us is obligated to do many things each day. These things are our responsibilities. Fill in the chart describing some of your responsibilities.

Description of responsibility	When this must be done	Amount of time needed

Interview each family member to learn what each person considers to be his/her responsibility to the family as a whole.

Fill in the chart below.

Name / Relation	Responsibility

There are people in every community who need special assistance. Among these are the poor, the elderly and the sick. Think about the ways you, your family, and/ or your community organizations could help these people.

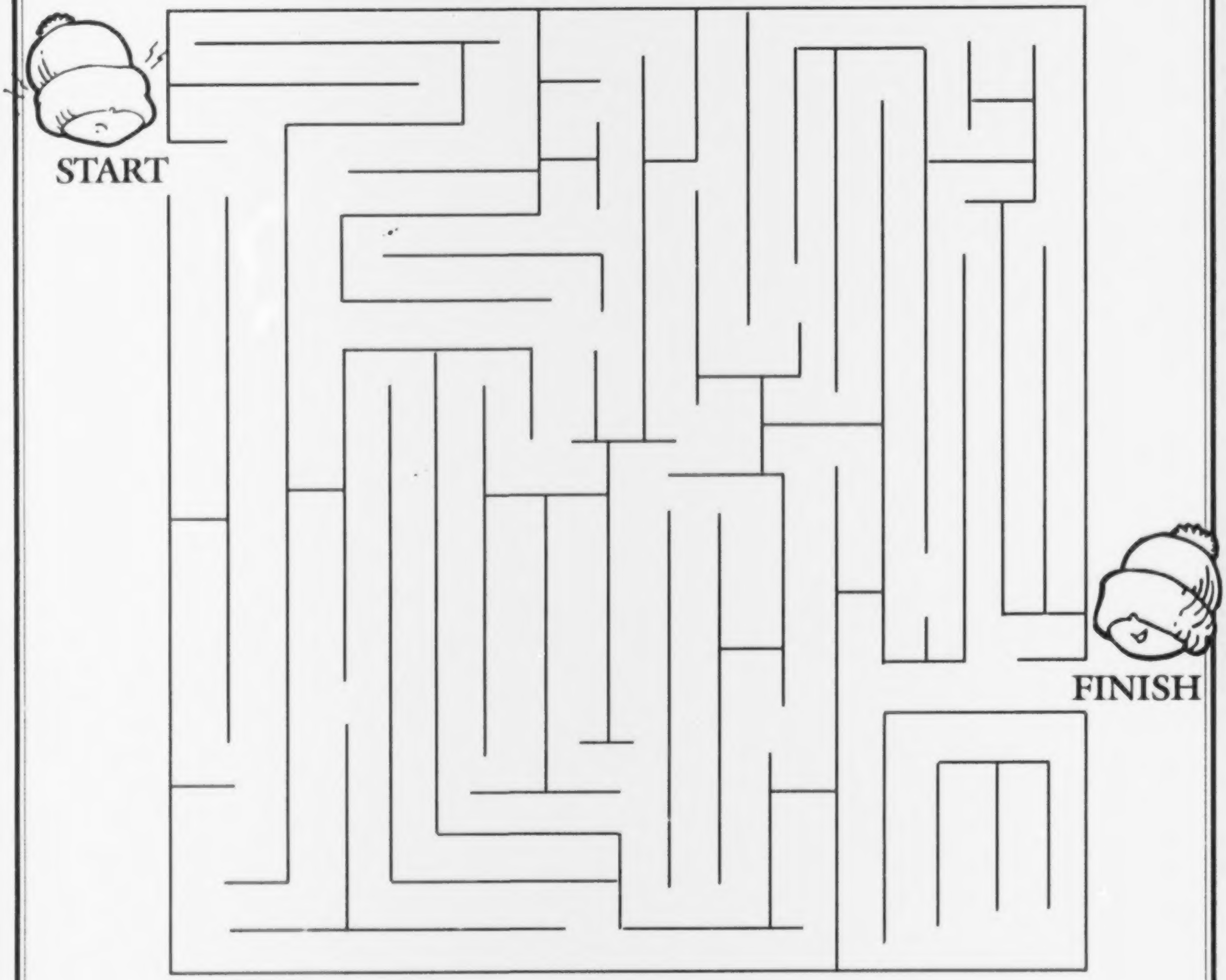
How could you help a homeless family?

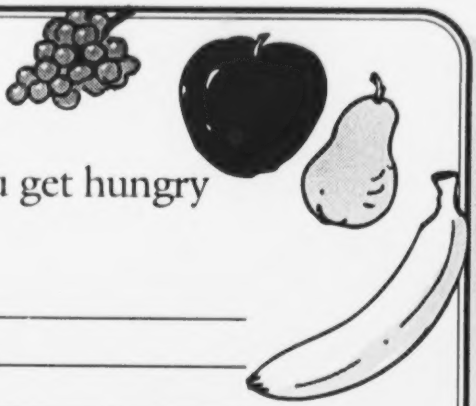
How could you help a 90 year old man who lives alone?

Write a letter to a child your age who is in the hospital because he or she is very sick.
Dear ________,

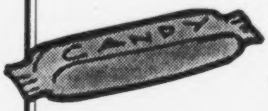
Making a decision is like going through a maze. Go through this maze.

On a separate page, write about an important decision you had to make. What choices did you have to consider and how did you make your decision?





Make a list of the foods you eat when you get hungry between meals.



Salty ____________________

____

____

Sweet ____________________

____

____

Sour ____________________

____

____

Spicy ____________________

____

____

Greasy ____________________

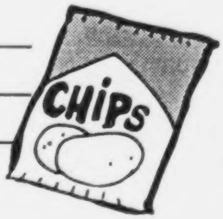
____

____

Which are healthy? ____________________

____

____



Which are unhealthy? ____________________

____

____

In order to feel rested it is important to get enough sleep. The number of hours needed depends upon each person. Fill in the chart to see how much sleep you and your family get.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
MOM							
DAD							
SISTER							
BROTHER							
GRANDMOTHER							
GRANDFATHER							
ME							

Playing sports and other physical activities is fun. These activities are also good for us; they help us build up our muscles.

Write as many activities that you can think of that would help build up the muscles in your:

ARMS	LEGS	HEART	ABDOMEN

We all go through times that cause us to become upset. Think about some of these times and write about one of them below.

Something that makes me upset is__________

____

____

When this happens this is what I think. ____________________

____

____

When this happens this is how I feel. ____________________

____

____

When this happens this is what I do to make myself feel better.

____

____

Draw a picture of how you look when you're upset

11

Pretend that you are being interviewed on a television talk show. The topic of the day is: ***The time you had the most fun***. How would you answer each question?

Host: It's always fun to remember good times. What was the best time you ever had?

You:____

____

Host: When did this happen?

You:____

____

Host: Where were you at the time?

You:____

____

Host: Who were you with at the time?

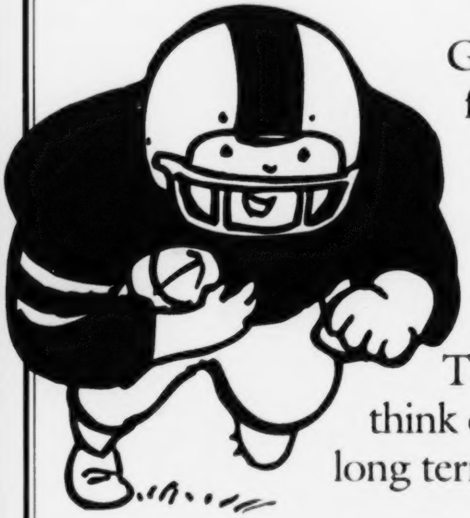
You:____

____

Host: Why was this time so much fun?

You:____

____



Goals are something we want and will work for. There are short term goals and long term goals. For example, Tommy's long term goal is to become a professional football player. His short term goal is to learn how to throw a long pass.

Think about some of your own goals. As you think of goals, decide whether they are short or long term. Then write them in the space below.

Short term goals

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Long term goals

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Goal: ____________________

____

Picture yourself in 10 years.
How old will you be? ______
What will you be doing?____________________
____
____
____
____

Picture yourself in 20 years.
How old will you be? ________
What will you be doing? ____________________
____
____
____

Draw what you will look like in 10 years.

Draw what you will look like in 20 years.

About the authors

Linda Bress Silbert received her Bachelor of Science degree in elementary education, majoring in behavioral science at the State University of New York, New Paltz, NY. She did graduate work in reading at Hunter College, New York, and received her Master of Science degree in counseling at Western Connecticut State University, Danbury, Connecticut.

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Other children's books by the same authors dealing with emotional and social development

Creative Thinking Workbooks for children ages 5-12
- My Own Book of Wishes
- My Own Book of Feelings
- What Would Happen If...
- My Own Book of Special Things
- This Is My Opinion About
- Guess What I Am Thinking Of...
- Wonderful World. of Gift Giving

Understanding People Storybooks for children ages 5-10
- Tiger, Take Off Your Hat
- Whitney's New Glasses
- Penelope's Pen Pal
- Agnes' Cardboard Piano
- Tyrone Goes Camping
- I'll Be Your Best Friend
- Lost In The Cave
- Tuffy's Bike Race

LEVEL 4

S+T+R+O+N+G KIDS

Life Skills Program

Strong Kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G ™ Kids Program builds upon each of these areas:

Self-Esteem:	Self-esteem refers to the extent to which children feel good about themselves. This program helps build a child's identity, belonging, and worthiness.
Trust:	Children learn by example. Teachers, parents and others become role models and influence a child's growth. This program reinforces the child's trust in role models while helping him/her choose role models that will make a positive impression.
Responsibility:	Children need to become responsible both to themselves and to others. It is a prerequisite to growth and maturity.
Options:	Learning to identify and evaluate options allows children to make effective, wise decisions.
Needs:	Every child must understand what motivates him to action. Whether the need is physical or emotional, this self-discovery is fundamental to being a strong kid.
Goals:	Goals are to people as rudders are to ships. Children need realistic long and short term goals to give them direction and purpose.

The S+T+R+O+N+G Kids Program systematically introduces experiences for children from kindergarten through the fifth grade that build self-reliant, confident children.

"Developing self-esteem, trust, and a sense of responsibility in our children should be our major goal. The S+T+R+O+N+G Kids Program is an excellent way to integrate this objective into elementary curricula."
—Stephanie Moses M.D., F.A.A.P., Pediatrician, Pleasanton, California

"The S+T+R+O+N+G Kids Program represents an extremely clear, useful and developmentally appropriate intervention for students K-5. ...a most exciting holistic program which neatly weaves together strategies for personal and interpersonal growth experiences children desperately need. [The S+T+R+O+N+G Kids Program] ...is extremely easy to use and has numerous implications within the curriculum of an elementary school."
— Daniel F. Joynt, Ph.D., Coordinator & Professor of Counselor Education
Western Connecticut State University, Danbury, Connecticut

"For substance abuse prevention to be successful every element of the community must work together for the common goal of a drug and alcohol abuse free society. We know that if we raise our children to be self-reliant, trusting and responsible, and give them the skills to make alcohol and drug free choices, they will help create this society. The S+T+R+O+N+G Kids Program helps schools to develop healthy children and create a healthy community."
— Michael J. Piazza, Jr., MA
Alcohol and Substance Abuse Director, Putnam County, New York State

"Self-esteem and courage are the building blocks of a developing personality. The S+T+R+O+N+G Kids Program helps develop these all important characteristics."
— George Ferrigno PH.D., School Psychologist, Somers, New York

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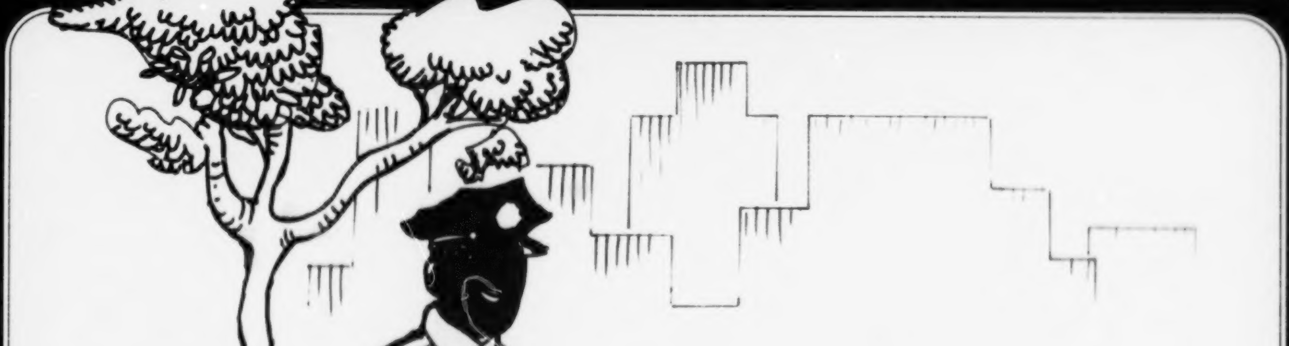
S+T+R+O+N+G KIDS

Life Skills Program



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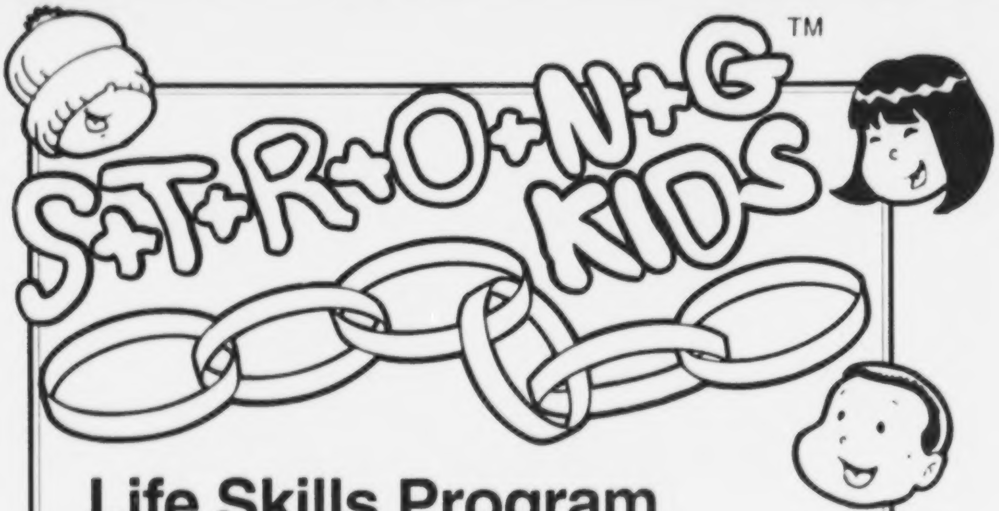

S-T-R-O-N-G KIDS™

Life Skills Program

LEVEL 5

By
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Alvin J. Silbert, M.S., Ed.D.

Illustrated By
Bob Berry

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S+T+R+O+N+G™ Kids *Life Skills Program*

Teacher's Guide – Level 5

Each level of the S+T+R+O+N+G™ Kids program contains 32 lessons, each designed to be used during one 30 to 45 minute session per week. The spirit of the program requires that all children and staff involved understand that emotional and social development does not occur in a vacuum. Nor does it take root if limited solely to the lesson time. An effort must be made to make this, or for that matter any other life skills program, an ongoing *life style*. For example, the children should be empowered to discourage the verbal barbs that so easily damage the self-esteem of their victims. Similarly, trust does not just happen; it grows. Similar things may be said about the other areas of the S+T+R+O+N+G™ Kids program. All six areas are important; make them part of their lives, and society will reap the benefits – emotionally and socially strong children.

Notes: 1. It may be necessary to remind the older children that this program builds upon the work from the previous grade. The lessons may be similar, but they are not the same. 2. These books are not intended to be used to probe psychological or emotional problems. Should you discover any serious problems, we strongly recommend that you seek appropriate professional assistance. 3. Regarding homework, there are always some children who do not remember homework. Do not scold those children. Instead, praise those who do remember and recommend to the other children various things that they can do to help themselves remember things such as homework. 4. If you are unable to obtain the recommended books from your school or local library, ask the librarian to recommend suitable substitutes.

Page 1 Developing Self-Esteem/Identity ***S***+T+R+O+N+G

Objectives: 1.To help children learn about themselves. 2.To promote a positive self-image.

Lesson 1. Talk about a person's name being special. Ask the children to think of someone famous who has the same first name, last name or initials as they do. Have the class assist those who cannot think of someone. Have students complete page 1.

Lesson 2. Have the children share their magazine articles from page 1 with the class.

Page 2 Developing Self-Esteem/Belonging ***S***+T+R+O+N+G

Objectives: 1.To give children a sense of belonging. 2. To promote a positive self-image.

Lesson 1. Read aloud a story that deals with belonging, such as When the Moon is New by Laura Bannon. Have the students complete page 2.

Homework: Send invitations to the parents to join the class when the children present the symbols that represent their family.

Lesson 2. Set up a special time for the presentations of family symbols. Consider a game show format. Have four or five students at a time sit in the front of the room. Have the class and/or guests try to match the descriptions with the correct person. Serve refreshments after the presentations.

Page 3 Developing Self-Esteem/Worthiness ***S***+T+R+O+N+G

Objectives: 1. To help students realize that they are worthwhile individuals. 2. To promote a positive self-image.

Lesson 1. Talk about helping others and the concept of charity. Talk about how the government and various organizations help the poor and needy. Discuss the concept of immediate assistance as compared with long range assistance. For example, people made homeless because of a fire need immediate assistance of food, clothing and shelter. However, those who are homeless and not employable would be well served by programs that retrain them or that teach them skills that will help them become employable. Have students complete page 3.

Lesson 2. Invite someone who works (paid or unpaid) for a charitable organization to speak to the class about his/her organization and what he/she does.

Page 4 Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. On the board, list these people (add or delete names as you wish): Thomas Edison, Alexander Graham Bell, George Washington, Lucille Ball, Jonas Salk, Florence Nightingale, Albert Einstein. Talk about the things that made them outstanding individuals and why they are good role models. Have the children complete page 4.

Lesson 2. Have the children share with the class the person they selected to receive the *Outstanding Individual Award.* Remind them that they should be able to give the reasons for their choice.

Page 5: Developing Trust in Role Models S+***T***+R+O+N+G

Objective: To introduce children to positive role models.

Lesson 1. Have the students discuss what they would like to be like when they become adults, so that someday, children will admire them and view them as role models. Introduce qualities such as prestige, wealth, power, inventiveness, creativity, perseverance, helping others, etc. Have the children complete page 5.

Lesson 2. Have the children share with the class what they wrote on questions 1 and 2 from page 5.

Page 6 Developing Responsibility/Self S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in accomplishments. 2. To help children understand that it is their responsibility to take care of themselves. 3. To help children see how their responsibilities change. 4. To help children focus in on what their actual responsibilities are. 5. To promote a positive self-image.

Lesson 1. Write the word *bsytliiinopser* on the board. Tell the class it is their responsibility to unscramble the word within 30 seconds. Time them and then talk about how they felt to have this responsibility to do something under pressure. Ask how many wanted to do this task. Then ask how many did not. If the students did not figure out that the mystery word is *responsibility*, tell them. Then talk about how the children felt who did not want to do that type of work. Then have the children complete page 6.

Lesson 2. Invite the children to talk about their answers from page 6. Invite them to express how they feel when they don't want to do something. Consider inviting a psychologist, social worker or counselor to join the class during this time.

Page 7 Developing Responsibility/Family S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their family. 2. To promote a positive self-image.

Lesson 1. Talk about how parents and grandparents always talk about all the work they did when they were *your age.* Invite children who have heard stories about this to share them with the others. Then explain that they are going to conduct another survey. They are going to find out exactly what their elders really did when they were children. Remind them that if they need more space to write their answers, they should continue on additional sheets of paper.

Homework: Have children complete page 7.

Lesson 2. Have the children share the results of their surveys with the class. Talk about the changes that seem to have occurred over the years with regard to responsibilities of children their age. Discuss with them whether they would be willing, if it were possible, to exchange all of their current responsibilities for those of someone their age who lived 25 or 50 years ago.

Page 8 Developing Responsibility/Community S+T+***R***+O+N+G

Objectives: 1. To encourage children to take pride in helping members of their community. 2. To help children understand that it is their responsibility to be part of and to help their community. 3. To promote a positive self-image.

Lesson 1. Review with the class that you have been talking for the past few weeks about responsibility to oneself and to one's family. Today you will be talking about responsibility to one's community, neighborhood or city. Discuss division of labor in your community and what is needed to run a town or city in an orderly manner. Refer to the responsibilities associated with courts, police, schools, highway departments, garbage removal departments or companies, etc.

Homework: Have children complete page 8.

Lesson 2. Invite one or more people who work for your city or town to talk to the children about their job(s). It may be worth planning a trip to the town hall to talk to the town supervisor or mayor.

Page 9 Options/Decision Making S+T+R+***O***+N+G

Objectives: 1. To help children understand and consider the consequences of decisions. 2. To help children understand that they have options in life.

Lesson 1. Talk about making decisions and making correct choices. Refer to consequences of decisions and the term *weighing the consequences*. Have children complete page 9.

Lesson 2. Have the school psychologist, social worker or counselor join the class. Then have the children divide into groups and share their answers with the group.

Page 10 Needs/Diet S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of eating well.

Lesson 1. Talk about the groups of food, fruits and vegetables, milk products, meats, cereals and grains, etc. You may wish to obtain a good book on nutrition. Discuss the advantages of eating healthful foods as compared with foods that are not healthful. Talk about vitamins, minerals, etc. Then have the children pair off and fill in page 10.

Lesson 2. Invite the person who prepares the school lunch menu to talk to the class. Have the children share their menus with this person and the class. Perhaps some of the lunch menus the children created are sufficiently good to be considered for use in the school lunch program. The children would probably enjoy receiving credit for a popular lunch menu. This could be an ongoing program.

Page 11 Needs/Sleep S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of getting enough sleep.

Lesson 1. Talk about the need for sleep and the consequences of not getting enough sleep. Have children complete page 11.

Lesson 2. Have the children tell the class about a time they did not get enough sleep and what happened to them because of it.

Page 12 Needs/Exercise S+T+R+O+***N***+G

Objective: To help children understand and consider the consequences of exercising.

Lesson 1. Talk about and review different types of exercises and compare the benefits of one over the other for different parts of the body. Invite someone in this field, such as an athlete, physical therapist, or physical education teacher to talk to the class. Then have the children complete page 12.

Lesson 2. Have the children select one exercise each that they included in their program. Then have the children take turns explaining why their exercise is beneficial. Then have them lead the class in their exercise.

Page 13 Needs/Stress Management S+T+R+O+***N***+G

Objective: To help children understand and deal with stress.

Lesson 1. Invite the school psychologist, social worker or counselor to lead the lesson. Have the children think of one thing that happened to them during the last 24 hours that was upsetting. Talk about the options that are available to relieve stress, eg. sleeping, resting or exercising. Then have the children complete page 13.

Lesson 2. Invite the school psychologist, social worker or counselor to lead the lesson. Have the class discuss their answers from page 13. Referring to their answers, review the various ways they could relieve stress. Talk about the risks associated with self-medicating to mask the effects of too much stress.

Page 14 Needs/Fun S+T+R+O+***N***+G

Objective: To help children understand the need for fun in their lives.

Lesson 1. Bring in a mirror. Ask the children to take turns making the funniest faces they can think of in the mirror and to the class. Give them time to practice. Let them show their friends. Then have a contest for the funniest face in the class. Have the children vote. Give the winner a treat or other prize.

Homework: Have the class do page 14.

Lesson 2. Have the children share their answers with the class.

Page 15 Goals/Work Habits S+T+R+O+N+***G***

Objective: To help children understand the need for goals.

Lesson 1. Begin by reviewing with the class the difference between long term and short term goals. Eg. Suzy wants to become a dentist (long term goal), but first she must learn enough mathematics and science to get into college (short term goal).

Have the children close their eyes and visualize an adult (living or not) that they admire and would want to be like when they grow up. Wait about 3 minutes. If they still do not have anyone in mind, provide some assistance or let them talk among themselves in small groups. Then have the children complete page 15.

Lesson 2. Have the children share their answers with the class.

Page 16 Goals/Imagination S+T+R+O+N+***G***

Objective: To help children use their imaginations and visualize.

Lesson 1. Read aloud a story that deals with imagination and dreams, such as Oh the Places You'll Go by Dr. Seuss. Talk about what imagination means. Talk about the need to have dreams and desires. Talk about planning for the future.

Homework: Have the children complete page 16 as if it were a graduation speech.

Lesson 2. Arrange a special program in your class during which the children will read their speeches. Provide some time during school for the children to practice their speeches. Also, ask them to practice at home.

Send invitations to the parents, principal, and other school personnel who have worked with the children while completing the S+T+R+O+N+G Kids Program. On the day of the presentations, they should come dressed in their best clothes. Each should read his/her dream for the future.

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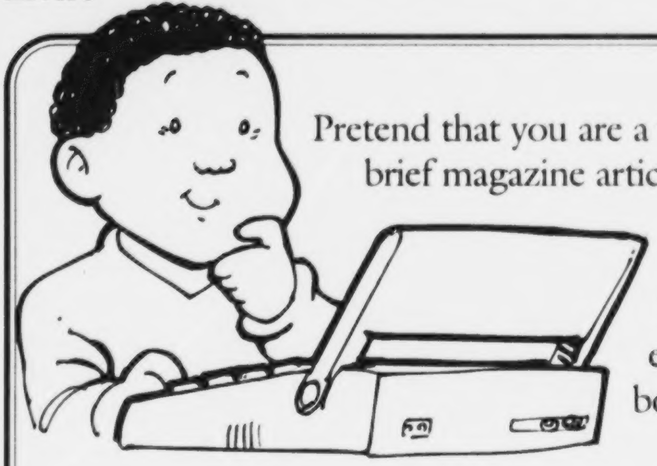


Pretend that you are a writer for a popular magazine. Write a brief magazine article about a famous person who has the same first name, last name, or initials as yours. You may wish to obtain some information about that person from an encyclopedia, magazine, newspaper or book. Illustrate your article if you wish.

Cities, states and countries use symbols to represent them. For example, this country has an official bird, flower, and flag. Select a symbol for each category to represent your family. For each, explain why this represents your family.

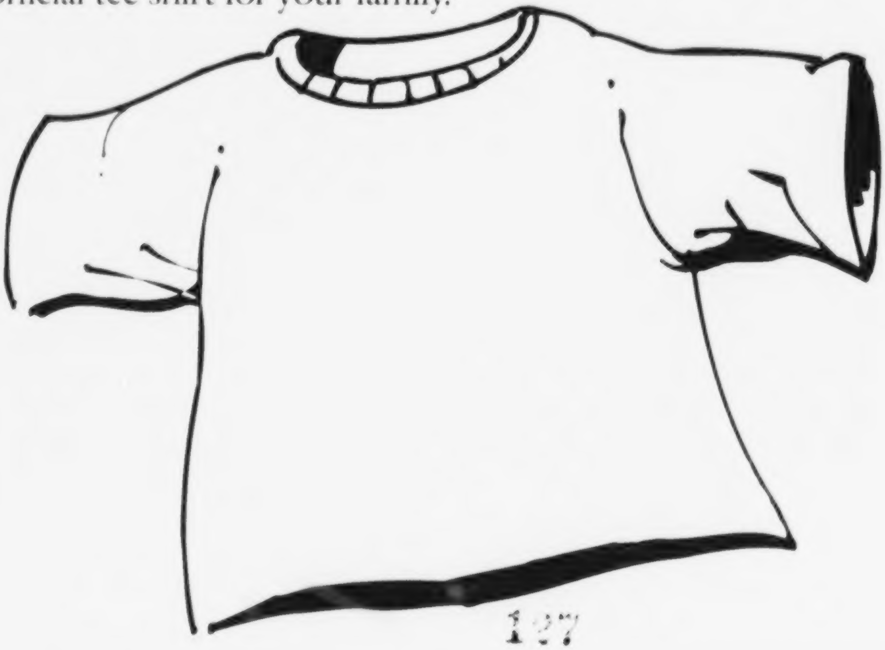
Your family bird____

Your family flower______________________________________

Your family insect______________________________________

Your family animal______________________________________

Design an official tee shirt for your family.



It has been said: "Give a needy person a fish and he can eat one meal, but teach that person how to fish and he can eat for the rest of his life."

What do you think this means? ______________________________

What person, family, or group of people that you know of need assistance? ______________________________

Why do they need help? ______________________________

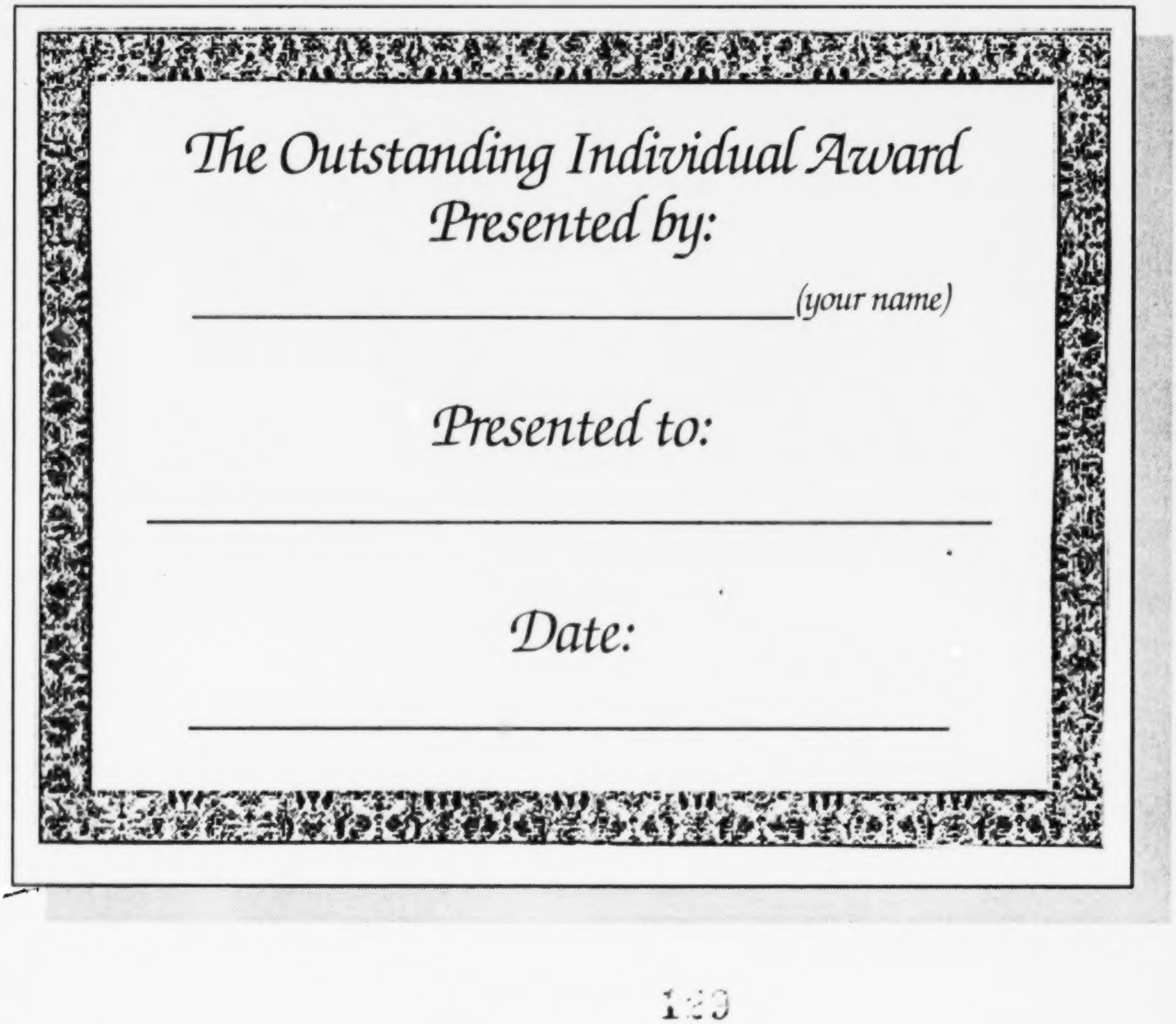
What are some things you can think of that may help them? ______________________________

What organizations are set up to help people in this situation? ______________________________

123

There are many people who are outstanding individuals.
Select one person who you think is outstanding and worthy of receiving the Outstanding Individual Award.

1. Print your name on the certificate below.
2. Print the name of the person to whom you will give this award.
3. On a separate sheet of paper, write the speech you will give when you present the award. Be sure to include the reasons that this person deserves this award.



The Outstanding Individual Award
Presented by:

_______________________________*(your name)*

Presented to:

____

Date:

____

Think of someone who looks up to you and uses you as his or her role model. What is it about you that this person admires? ______________________

____

____

How does it feel to be someone's role model? ______________________

____

____

____

____

Whom do you admire enough to be your role model? ________________

____

What is it about this person that you admire? __________

____

____

____

____

Infants and young children do not have to take any responsibility. As children get older, however, they have to assume more and more responsibility.

For some children assuming responsibility is difficult. Why do you think it is difficult for some people to assume responsibility?

Do you think it is fair for older brothers or sisters to have to take more responsibility than their younger siblings? ____________________

Why do you feel this way? ____________________

What responsibility do you have that you wish you could give to someone else?

Why? ____________________

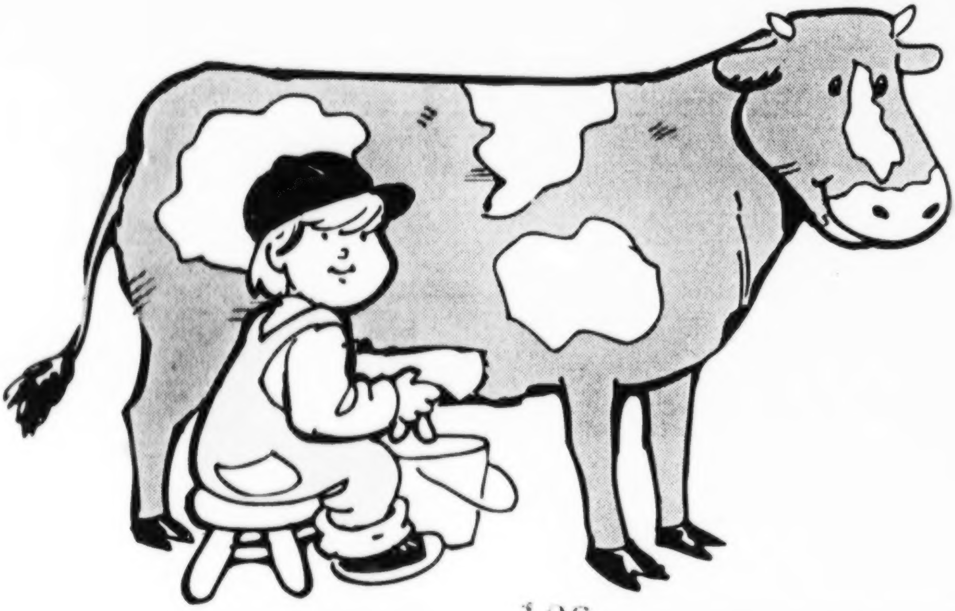
What responsibility does someone else have that you wish were yours?

Why? ____________________

At your age you have certain responsibilities to your family. It may be interesting to find out what various older family members were responsible for when they were your age.

Select four or five older family members to interview to find out what their responsibilities were to their families when they were your age. Write the information in the space provided.

Name & Relation	Responsibilities at your age
example: Grandpa Max	Shovel coal, milk the cows, etc.



Cities and towns can not run without people doing certain jobs. It is their responsibilities to get the jobs done. Fill in the chart below describing various jobs in your community. If you can not find the names of the people use job titles.

Job	Who is responsible	What they do
Put out fires		
Repair roads		
Repair bridges		
Remove garbage		
Enforce laws		
Run the government		
Deliver mail		
other job		
other job		

If you could work for your city or town, what job would you choose? ________

Why? ________

We are constantly forced to make decisions. In order to make good decisions we have to think of the various options. Then we would have to think about the consequences that would result if we were to choose each option.

Think of a decision you will have to make today or in the near future. Write it in the decision box. Write as many options as you can think of in the options box. For each option, write the consequences of that decision.

Decision

____

____

____

____

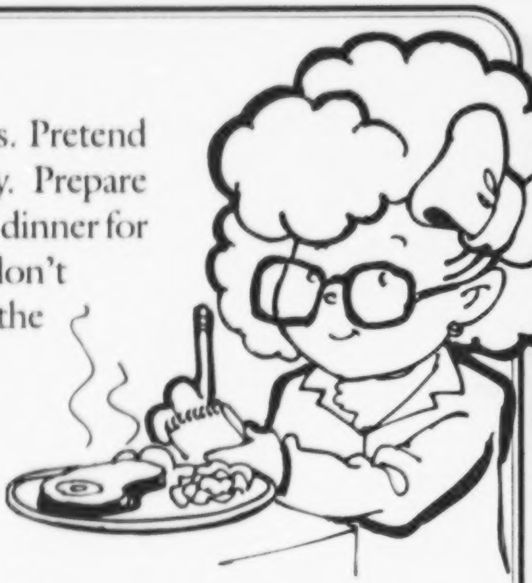
Options	**Consequences**

If you were to make the decision at this time, which option seems to be the best choice? ______________________________

____

____

____



Dietitian for a day. . . .

The job of a dietitian is to prepare healthy menus. Pretend that you are the official dietitian for your family. Prepare the menu for your family's breakfast, lunch and dinner for next Saturday or Sunday. Don't worry if you don't know how to make the foods, that is the job of the cook. Also, try to select meals that everyone will enjoy.

Menu for ______________________ (day)
for the ______________________ family

Breakfast: ____
____
____
____

Lunch: ____
____
____
____

Dinner: ____
____
____
____

Sleep restores energy to the body, particularly the brain and nervous system. Some of the effects of insufficient sleep on people is that they feel tired, have difficulty concentrating, and have difficulty controlling their tempers.

The amount of sleep anyone needs varies, but the chart shows some average sleep requirements.

Age	Hours of sleep needed
4 years	10 - 14
10 years	9 - 12
Adult	7 - 8

How old are you? ________
How many hours of sleep do you need each night to feel your best? ________
How many hours of sleep do you usually get? ____________
Tell about a time you did not get enough sleep.____________________

Describe how you felt and what happened because of it.__________________

Design an exercise program for people your age. Tell which exercises you would include in your program and explain why you included them.

Exercise____
Why?____
____

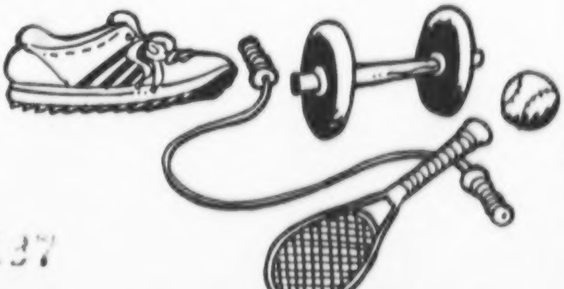
Exercise____
Why?____
____

Exercise____
Why?____
____

Exercise____
Why?____
____

Exercise____
Why?____
____

Exercise____
Why?____
____



Stress is caused by troubling thoughts, physical exhaustion or difficult situations.
Describe a stressful situation you experienced.

How did you deal with it?

What else could you have done to deal with this situation?

It is important to spend some time every day having fun. In the spaces below fill in as many "fun" things you can think of.

Everyday fun things:

Once in a while super fun things:

Very rare super exciting fun things:

Think of an adult (living or not) that you admire and would like to be like when you grow up.

What things did that person have to do in order to become what he or she became?

What things would you have to do at this time in order to become more like this person?

Conduct a real or make-believe interview with that person.

Write down some advise that person has for someone your age.

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A dream for the future is a lofty long range goal. The dream can be for only one person, a group of people, or even the whole world. The loftier the dream, the more people will be affected in the end.

When you complete this page, attempt to think of the loftiest dream that you can imagine.

My dream for the future is:________________

The things I can do to help make this dream come true are:____________

About the authors

Linda Bress Silbert received her Bachelor of Science degree in elementary education, majoring in behavioral science at the State University of New York, New Paltz, NY. She did graduate work in reading at Hunter College, New York, and received her Master of Science degree in counseling at Western Connecticut State University, Danbury, Connecticut.

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Other children's books by the same authors dealing with emotional and social development

Creative Thinking Workbooks for children ages 5-12
- My Own Book of Wishes
- My Own Book of Feelings
- What Would Happen If...
- My Own Book of Special Things
- This Is My Opinion About
- Guess What I Am Thinking Of...
- Wonderful World. of Gift Giving

Understanding People Storybooks for children ages 5-10
- Tiger, Take Off Your Hat
- Whitney's New Glasses
- Penelope's Pen Pal
- Agnes' Cardboard Piano
- Tyrone Goes Camping
- I'll Be Your Best Friend
- Lost In The Cave
- Tuffy's Bike Race

LEVEL 5

S+T+R+O+N+G KIDS

Life Skills Program

Strong Kids have the fortitude to resist drug/alcohol abuse and other tendencies towards anti-social behavior. Research has shown that strong kids have attained a high level of development in six crucial areas. The S+T+R+O+N+G ™ Kids Program builds upon each of these areas:

Self-Esteem:	Self-esteem refers to the extent to which children feel good about themselves. This program helps build a child's identity, belonging, and worthiness.
Trust:	Children learn by example. Teachers, parents and others become role models and influence a child's growth. This program reinforces the child's trust in role models while helping him/her choose role models that will make a positive impression.
Responsibility:	Children need to become responsible both to themselves and to others. It is a prerequisite to growth and maturity.
Options:	Learning to identify and evaluate options allows children to make effective, wise decisions.
Needs:	Every child must understand what motivates him to action. Whether the need is physical or emotional, this self-discovery is fundamental to being a strong kid.
Goals:	Goals are to people as rudders are to ships. Children need realistic long and short term goals to give them direction and purpose.

The S+T+R+O+N+G Kids Program systematically introduces experiences for children from kindergarten through the fifth grade that build self-reliant, confident children.

"Developing self-esteem, trust, and a sense of responsibility in our children should be our major goal. The S+T+R+O+N+G Kids Program is an excellent way to integrate this objective into elementary curricula."
—Stephanie Moses M.D., F.A.A.P., Pediatrician, Pleasanton, California

"The S+T+R+O+N+G Kids Program represents an extremely clear, useful and developmentally appropriate intervention for students K-5. ...a most exciting holistic program which neatly weaves together strategies for personal and interpersonal growth experiences children desperately need. [The S+T+R+O+N+G Kids Program] ...is extremely easy to use and has numerous implications within the curriculum of an elementary school."
— Daniel F. Joynt, Ph.D., Coordinator & Professor of Counselor Education
Western Connecticut State University, Danbury, Connecticut

"For substance abuse prevention to be successful every element of the community must work together for the common goal of a drug and alcohol abuse free society. We know that if we raise our children to be self-reliant, trusting and responsible, and give them the skills to make alcohol and drug free choices, they will help create this society. The S+T+R+O+N+G Kids Program helps schools to develop healthy children and create a healthy community."
— Michael J. Piazza, Jr., MA
Alcohol and Substance Abuse Director, Putnam County, New York State

"Self-esteem and courage are the building blocks of a developing personality. The S+T+R+O+N+G Kids Program helps develop these all important characteristics."
— George Ferrigno PH.D., School Psychologist, Somers, New York

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